

**INDONESIAN TEACHERS' SENSES OF HUMOR IN TEACHING EFL
CLASSES: STUDENTS' PERCEPTIONS IN JOMBANG EAST JAVA**

THESIS

In Partial fulfillment of the Requirement for the Master's
Degree of English Language Education



By

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THE DIRECTORATE OF GRADUATE PROGRAM
UNIVERSITAS MUHAMMADIYAH MALANG**

2025

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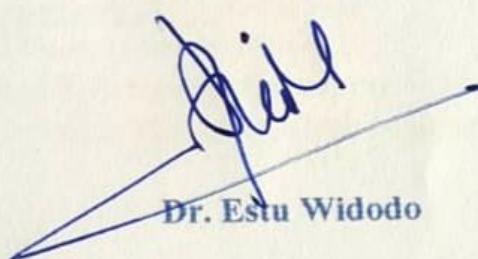
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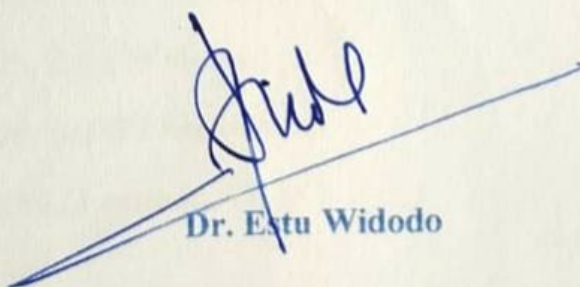
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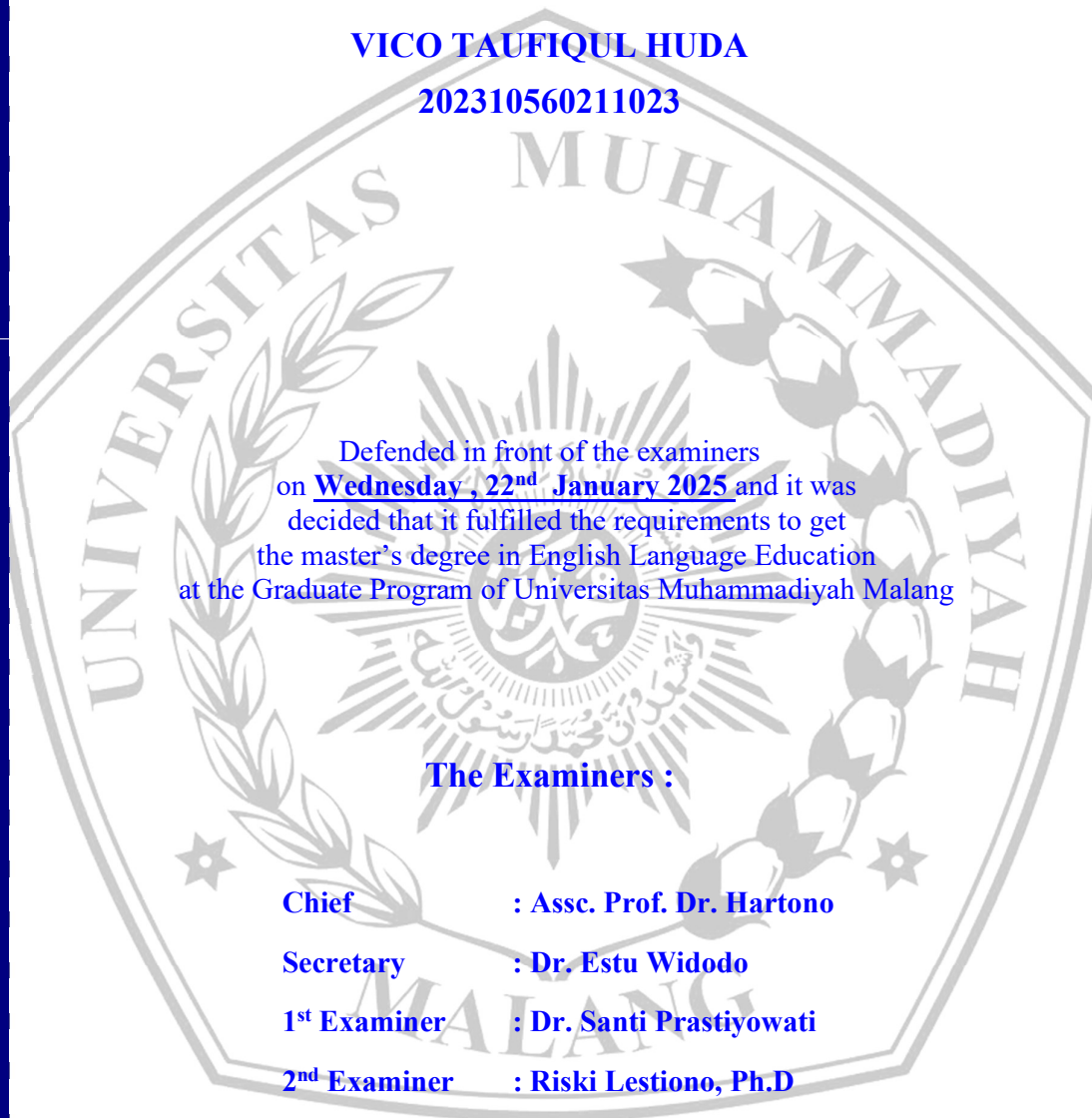
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THESIS

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Defended in front of the examiners
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LETTER OF STATEMENT

I, the undersigned:

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Hereby, declare that :

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3. This thesis can be used for literature review which can be accessed by others freely (**NON-EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, Wednesday, 22nd January 2025

The Writer



VICO TAUFIQUL HUDA

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Bismillahirrahmaanirrohim....

\ In the name of Allah, the Beneficent, the Merciful, the Coolest. All praises be to Allah Subhanallahu wata'ala, the Lord of the universe who has given Mercies, Blessings and Empowerment upon the writer in completing this undergraduate thesis. Peace and salutation be upon the prophet Muhammad SAW, his family, companions, and adherence.

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The Writer

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	iii
TABLE OF CONTENTS	iv
LETTER OF STATEMEN	vi
ABSTRACT	vii
ABSTRAK.....	viii
CHAPTER I.....	1
INTRODUCTION	1
1.1 Research Background	1
1.2 Research Questions.....	4
1.3 Research Purposes	4
1.4 Scope and Limitation	4
1.5 Research Significance.....	4
1.5.1 Readers of this study.....	4
1.5.2 Future researchers.....	5
CHAPTER II	6
REVIEW OF RELATED LITERATURE	6
2.1 The Teaching Language of English	6
2.2 The Utilization of Humor in English Teaching	7
2.2.1 The Concept of Humor.....	8
2.2.2 The Procedure of Using Humor in Teaching English.....	8
2.3 Kinds of Humor	9
2.3.1 Verbal or Word-Based Humor.....	9
2.3.2 Slapstick Comedy (Physical Humo.....	10
2.3.3 Relate Humor.....	10
2.3.4 Self-Disparaging Humor.....	10
2.3.5. Unrelated Humor.....	11
2.3.6 Unplanned Humor.....	11
2.3.7 Riddl.....	12
2.4 Strengths and Weaknesses of the Using Humor	12

2.4.1 The Strengths.....	12
2.4.2 The Weaknesses.....	13
2.5 Students' Perceptions toward the Use of Humor.....	14
CHAPTER III.....	17
RESEARCH METHODOLOGY	17
3.1 Research Design	17
3.2 Subjects and Settings	17
3.3 Data Collection	18
3.3.1 Techniques and Instruments of Collecting Data.....	18
3.4 Data Analysis.....	19
CHAPTER IV.....	22
RESULT OF THE STUDY	22
4.1 Research Findings.....	22
4.1.1 Kinds of Humor.....	22
4.1.2 Students' Perceptions Toward the Use of Humor.....	34
4.2 DISCUSSIONS.....	48
4.2.1 The Kinds of Humor the Teachers Utilize in Teaching English.....	49
4.2.2 The Students' Perceptions Toward Humor Employed By Teachers in Teaching English in EFL Classes.....	51
CHAPTER V.....	53
CONCLUSION AND RECOMMENDATION.....	53
5.1 Conclusion	53
5.2 Recommendation	53
References.....	55
APPENDICES	58
Appendix 1: Interview guide	58
Appendix 2: Observation Checklist.....	59
Appendix 3: Questionnaire	63
Appendix 4: Interview guide from Teacher 1	65
Appendix 5: Interview guide for Teacher 2.....	79
Appendix 6. Table 4.1. The students' perceptions toward humor in EFL classes.....	88

INDONESIAN TEACHERS' SENSES OF HUMOR IN TEACHING EFL CLASSES: STUDENTS' PERCEPTIONS IN JOMBANG EAST JAVA

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ABSTRACT

The absence of good classroom climate sometimes makes students feel bored or even terrified with English lesson. Not only the students, but also teachers feel bored in teaching English in EFL classroom caused by the less ability in conducting interactive and positive classroom atmosphere. The goal of the current study is to examine the kinds of humor utilized by EFL teachers in East Java and the students' perceptions toward them. This current study is a qualitative study and utilizes a phenomenological research with descriptive questionnaires analysis. It is done in two Islamic Junior High schools in Jombang with two English teachers. The data are collected through classroom observation, interview, and Questionnaire. The findings showed that the teachers utilized *verbal/word-based humor*, *slapstick/physical humor*, *related humor*, *self-disparaging humor*, *unrelated humor*, *unplanned humor*, *riddle*, and *spontaneous humor*. Meanwhile the total mean from the questionnaire analysis result is 41.377 that indicates students' perceptions toward teachers' utilization of humor as positive. By knowing the kinds of humor utilized as strategy of teaching EFL classes and students' perceptions toward them, it is expected that EFL teachers can create positive classroom climate by delivering humor that can be appropriate for students and supporting them in learning.

Keywords: Humor in teaching EFL classes, Strategy, students' perceptions

SELERA HUMOR GURU-GURU INDONESIA DALAM MENGAJAR KELAS BAHASA INGGRIS SEBAGAI BAHASA ASING: PERSEPSI PARA PESERTA DIDIK DI JOMBANG JAWA TIMUR

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ABSTRAK

Ketiadaan iklim kelas yang bagus terkadang membuat para peserta didik merasa bosan atau bahkan takut akan pelajaran bahasa Inggris. Tidak hanya para peserta didik, tapi para guru juga merasakan kebosanan dalam mengajar bahasa Inggris di kelas Bahasa Inggris sebagai Bahasa Asing (EFL) yang disebabkan oleh kurangnya kemampuan untuk membangun suasana kelas yang interaktif dan positif. Penelitian saat ini bertujuan untuk meneliti bermacam jenis humor yang dilakukan guru EFL di Jawa Timur dan persepsi para peserta didik terhadap hal tersebut. Penelitian saat ini adalah penelitian kualitatif dan menggunakan desain penelitian fenomenologi dengan analisis deskriptif kuisioner. Penelitian ini dilakukan di dua sekolah menengah pertama berbasis Islam di Jombang dengan dua guru bahasa Inggris. Data dikumpulkan melalui observasi kelas, wawancara dan angket/kuisioner. Temuan menunjukkan bahwa para guru menggunakan *verbal/word-based humor*, *slapstick/physical humor*, *related humor*, *self-disparaging humor*, *unrelated humor*, *unplanned humor*, *riddle*, dan *spontaneous humor*. Sementara total rata-rata dari analisis kuisioner menunjukkan hasil 41,377 yang menunjukkan persepsi para peserta didik terhadap humor yang digunakan guru sebagai hal yang positif. Dengan mengetahui berbagai jenis humor yang digunakan sebagai strategi dalam mengajar kelas EFL dan persepsi para peserta didik terhadap hal tersebut, diharapkan para guru dapat menciptakan iklim kelas yang positif dengan menyampaikan humor yang pantas untuk para peserta didik dan mendukung mereka dalam pembelajaran.

Keywords: Humor dalam mengajar kelas EFL, Strategi, Persepsi para peserta didik

CHAPTER I

INTRODUCTION

1.1 Research Background

Cohen et.al (2009) highlighted that a key element in explaining the variations in educational institutions' quality is the classroom environment. The research findings which reveal how important positive school and classroom climate is in promoting success and developing proper behaviors of children increase continuously (Aydin & Karabay, 2020). Based on the arguments above, classroom climate has a significant part in a process of teaching and acquiring knowledge. The good communication as well as relationship between students and teacher can create a good atmosphere which can trigger students' motivation to learn and come into class. Teacher can also play a major role in creating comfortable and interesting classroom which trigger the rise of good atmosphere just like what Al-Noori (2019) claimed that a great teacher is one who creates a unique, stimulating, and creative learning environment in the classroom.

The absence of the synergy between students and teachers can also make the class uncondusive. Students can be bored. The students' boredom in learning can be triggered by the unprepared teachers. Obaki (2017) demonstrated that a teacher's failure to provide engaging activities and learning spaces in the classroom may have a negative impact on students' social behavior. It needs preparation to make a class conducive. A school or a classroom is the second social environment for students after their environment at home. By doing fun activities and interesting teaching, a teacher can avoid carving bad memories in students' mind.

According to Novita and Paragae (2023), teaching strategies are ways or approaches that teachers employ to help students meet their learning goals and support learning. In order to accomplish the learning objectives, teachers might use teaching methods, which are essential to the teaching and learning process (Pungki & Pungki, 2019). Carrying out strategies to teach English also involves some challenges. Octavia, et al (2023) pointed out that learners are sometimes motivated

in learning, but they are sometimes demotivated. On the other hand, teachers may face challenges in understanding the concept of English language skills which can affect their ability to teach effectively. Teachers may also not be adequately prepared to teach English which can result in difficulties in delivering lessons. And also big class sizes can make it difficult for teachers to fulfill each student's needs effectively (Pramesthi & Suwartono, 2023).

The good and conducive atmosphere of a class can also be created by using humor. As what Al-noori (2019) says that humor in the classroom has a big impact on students' linguistic skills. Since learning to appreciate a language's humor is a crucial component of language acquisition, students who use jokes to improve their language skills will feel more at ease in their new tongue. It can be inferred that humor can make a better classroom climate where students can study with joy, and in order to get the enjoyment, the students should understand the language of the joke. The teacher who employed humor was proven to improve the English language and the educational method (Tunnisa et al., 2019).

Humor can be a tool of teacher to initiate interesting two-way communications which support to grow the synergy between students and their teachers. Sahin (2021) also says in his study that teachers and school administrators who wish to employ humor in the classroom can use it as a guide educational as well as management settings. Not only for students, but humor also gives some advantages for teachers, especially in helping them enjoying their job. Teachers become bored with four English lessons a day, even if students are not bored with two. Humor can be used to kill boredom in doing job and at workplace, without exception as a teacher at school. (Jiang, 2022).

Utilizing humor as strategy in teaching EFL is still challenging for many teachers. It also becomes an interesting topic to research. Tunnisa et al (2019) investigated the application of humor by an Indonesian English teacher based on a theory of Wanzer and Frymier (1999). The research uses qualitative method and finds that the teacher utilized a variety of humor strategies in the lesson, including self-deprecating humor, unconnected humor, related humor, and unplanned humor.

Additionally, two new types of humor were discovered: recall humor and non-responded humor. Such humor are proven to be beneficial for teaching EFL. It was research on the viewpoints of students toward the utilization of humor in teaching the class of EFL. While Tunniisa, et al (2019) analyze the students' perspective toward humor, Sahin (2021) conducted the application of humor in educational contexts based on perceptions of teachers. The research used qualitative method and used the three main humor theories in Banas et al (2011); Morreall (1984); Raskin (1979), a four-dimensional humor model by Martin, et al. (1986), and metaphor's cognitive theory by Tepebaşılı (2013). The research had found 17 types of humor.

This current study focuses on the application of humor teachers' technique in teaching EFL class especially in Junior High Schools. Similar to the research conducted by Tunniisa, et al. (2019), the current researcher analyzes students' perceptions about the use of humor by teachers. The current researcher also uses the theory of Wanzer and Frymier (1999) as reference to analyze the kinds of humor. But the distinctions between the earlier research and the current researcher happen to be that this current research has been conducted in qualitative phenomenological study. It is because the current researcher takes the data from two different teachers in two different Junior high schools in Jombang region, East Java. Thus, this current study is related to Javanese culture, especially Jombang, East Java, since it has been well-known as the birthplace of *Ludruk*. This current study also uses the classification of humor used in teaching by Sahin (2021) as one of the main references. Different from the research done by Sahin (2021) who analyzed teachers' perspectives in using humor, this present study analyzes the students' perceptions.

In light of the preceding arguments, the researcher conducts a study entitled **Indonesian Teachers' Senses of Humor in Teaching EFL Classes: Students' Perceptions in Jombang East Java**

1.2 Research Questions

1. What kinds of humor do the teachers utilize in teaching English?
2. What are the students' perceptions toward the types of humor utilized by the teachers in teaching EFL?

1.3 Research Purposes

1. To know the kinds of humor utilized by teachers in teaching English.
2. To know the students' perception toward the types of humor utilized by the teachers in teaching EFL.

1.4 Scope and Limitation

This study focuses on exploring the kinds of humor utilized by Indonesian English teachers in EFL classrooms and analyzing students' perceptions of the humor kinds within two Islamic junior high schools in Jombang, East Java. The data were collected through observations, interviews with the teachers, and questionnaires distributed to students.

The scope is limited to two schools, MTsN 5 Jombang and MTs Al-Azhar Peterongan Jombang, involving two English teachers and their 7th grade students. This study is geographically restricted to Jombang, East Java, which may influence the cultural context of humor and its reception. This study also focuses only on humor in teaching English and does not account for other teaching methods or classroom dynamics.

1.5 Research Significance

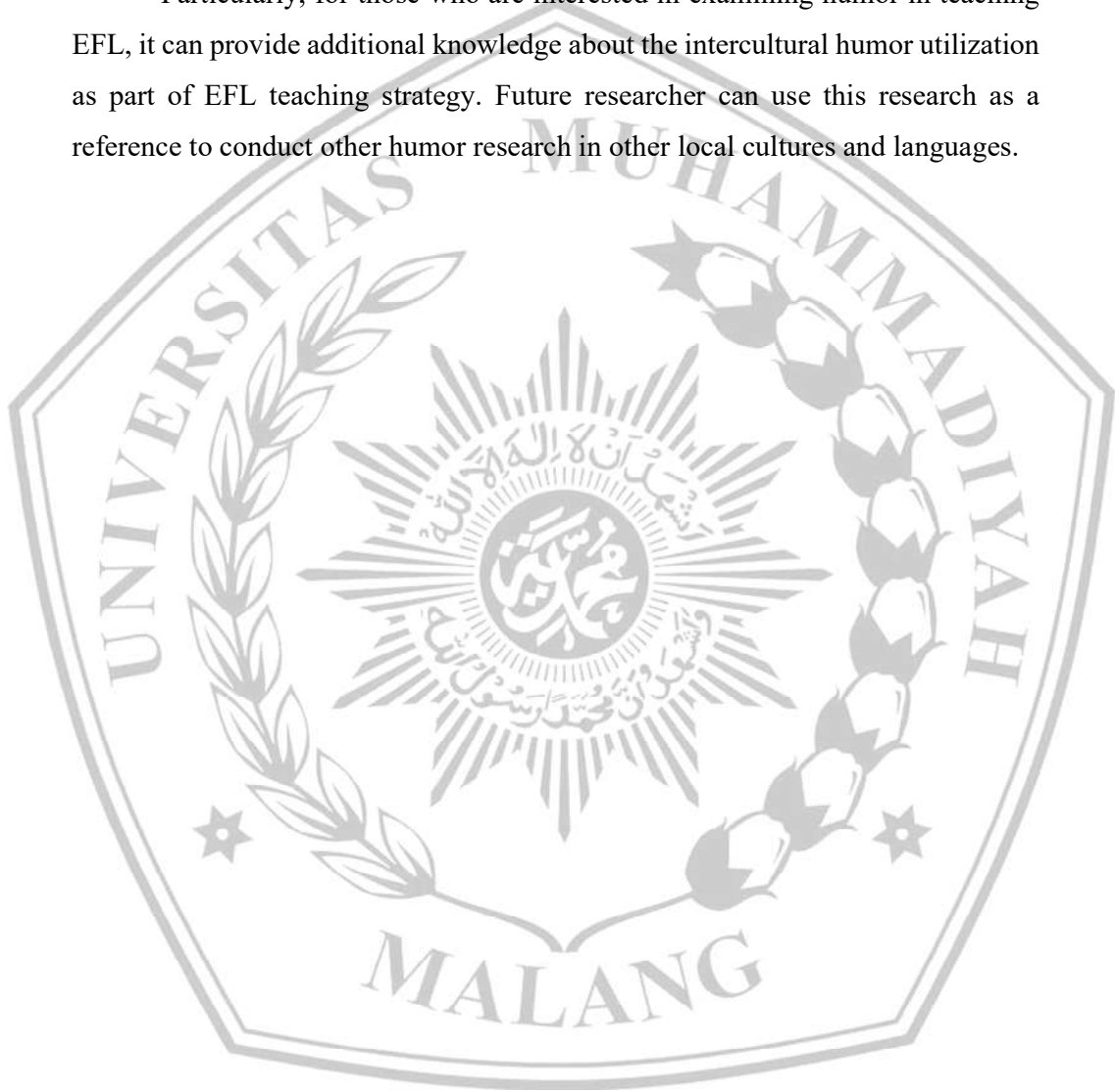
1.5.1 Readers of this study

This research is expected to give more information about the kinds of humor and how teachers can utilize it in teaching EFL classes. It is useful for

people who are interested in humor as teaching strategy to create a healthy classroom atmosphere and positive relationship between students and teachers.

1.5.2 Future researchers

Particularly, for those who are interested in examining humor in teaching EFL, it can provide additional knowledge about the intercultural humor utilization as part of EFL teaching strategy. Future researcher can use this research as a reference to conduct other humor research in other local cultures and languages.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Teaching Language of English

English has become a worldwide language, and the need to teach English as a foreign language (EFL) has grown (Tang, 2020). It is possible for countries featured by ESL to conduct the process of teaching and learning smoothly. This exposure toward English language is high. However, it is different from developing countries, especially Indonesia. It is indeed in some areas or islands in Indonesia the people speak English as second language caused by the potential tourism place such as Bali Island, Lombok, and etc. But Indonesia is not just Bali, Lombok and etc. English for Indonesian people is not considered as L2. Even Indonesian Language in Indonesia is considered as L2. So, it is important for English to be taught to help Indonesian people in every island develop their potential tourism places. Teaching English is also important for several reasons. It opens up the opportunities for educational and professional purpose, because Proficiency in English can significantly enhance educational and career prospects. It opens up access to a wealth of knowledge, resources, and global job opportunities (FutureLearn,2017). English language teaching facilitates cultural exchange and understanding, as it enables individuals to engage with a wide range of literature, music, and film from different cultures (Tunstall, 2023). It is also the language of international business and digital communication. Teaching English equips individuals with the language skills necessary for success in these domains (Mills, 2019).

Insufficient training in teaching and learning English, academic literacy among non-native English speakers, school infrastructure, English-related resources, student drive, and exposure to English outside of the classroom (Wahyuningsih, 2022). Additionally impeding expressive speaking activities in the classroom were psychological variables including low motivation and lack of

confidence (Octavia et al., 2023). Student's boredom can also be the barrier in teaching English. A study conducted by Ali (2023) has researched the factors causing boredom to EFL learners. The study's findings gave a thorough explanation of the reasons why Saudi EFL students became bored. In particular, an exploratory factor analysis identified seven factors that contribute to boredom: classroom mode, permanent correction, redundancy, unfamiliar instructional techniques, low language learning ability, over-challenging tasks, low motivation, teacher feedback areas, under-challenging tasks, and skills-based courses (Ali, 2023).

2.2 The Utilization of Humor in English Teaching

Laughter facilitates learning. For everyone involved, it greatly enhances the memory of both instruction and learning (Akbari, 2020). Based on what Akbari stated, humor can give advantages to both sides of students and teacher. It can also be concluded that humor might help students (or even teacher) with memorization as well.

Akbari's statement (2020) is also related to the result of Al-noori's research result (2019). Which humor is proven to increase students memorizing about the material taught. According to the test results, students who have learnt WH/question terms in humorous questions are better at remembering their meanings than those who have learned them in a more conventional manner (Al-Noori, 2019).

Integrating humor into the language classroom is necessary to create a conducive learning environment because humor, as a teacher's communication strategy, can be used to support learning, engage students in learning, and build relationships between teachers and students (Bell, 2009; Abraham et al., 2014; Tunnisa et al., 2019).

2.2.1 The Concept of Humor

In general, the three primary theories that can be discussed are : arousal theory, incongruity theory, and superiority theory (Baber et al., 1984; Banas et al., 2011; Raskin, 1979; A. Şahin, 2021). From a physiological standpoint, the arousal theory views laughing as the manifestation of brain energy. According to this idea, laughter is recognized as the abrupt release of pressure-accumulated brain energy. It emphasizes laughing as a way to relax and relieve tension (C. Şahin, 2018). According to the incongruity theory, people laugh when they experience an unexpected outcome or incompatible circumstance (Usta, 2009). This idea states that people have preconceived notions about how humor will turn out. But when things turn out to be unexpected, people are shocked (C. Şahin, 2018). Unexpected situations sometimes make people laughed (Özünlü, 1999). According to superiority theory, humor arises from people perceptions of their own superiority in a variety of ways (De Koning & Weiss, 2002; A. Şahin, 2021). In this current research, the researcher uses those three theories to determine the types of humor the teachers utilize. It is expected that superiority can be found when a teacher or some students make fun of others in a humorous way, the incongruity can be captured in a midst of teaching progress in line with the spontaneous feature of humor and students' perceptions and response toward humor, and arousal theories that can be inferred from the observation of classroom climate.

2.2.2 The Procedure of Using Humor in Teaching English

It is different between teaching about humor and teaching with humor. Teaching humor means assisting students in becoming more proficient with humor of the target culture(s). While teaching by using humor is meant to make a better class atmosphere and enjoyable learning. (Rucynski & Prichard, 2021).

There are some tips as basics of humor utilization in teaching English proposed by Rogers (2021) as follows:

1. Be ready to joke about yourself

2. Be careful with fun anecdotes
3. Stay on the subject
4. Use memes
5. Show the right videos
6. Use physical comedy
7. Never use hurtful or offensive humor
8. Be yourself

While in the research by Meral, et al. (2023), the humor is distributed through approximately 5.01 minutes long videos which included scenes suitable for the stages in Mc Ghee's humor development theory.

2.3 Kinds of Humor

There are seven kinds of humor that can be utilized in teaching EFL classes. The definitions of those kinds are explained in this part with the examples. Those definitions and examples had been taken from several studies about teaching EFL classes by using humor as explained below.

2.3.1 Verbal or Word-Based Humor

Verbal humor is the process of using words and linguistic devices like jokes, sarcasm, allusion, and puns to create a hilarious message (Weisi & Mohammadi, 2023). Language play has been found to include verbal comedy. In the same way, language play is a meta-cognitive activity that entails (creatively) changing linguistic elements present in a particular context to generate amusement and/or achieve other goals (like language acquisition). (Cook 2000; Bell et al. 2014; Weisi & Mohammadi; 2023). For example, in the research is explained, despite the fact that the word "family" has a defined meaning in English, the teacher has played with language by using it as an acronym (FAMILY stands for Father and Mother I Love You).

2.3.2 Slapstick Comedy (Physical Humor)

Intentional or unintentional physical achievements using only the human body as props are the source of slapstick humor. Usually in a humorous setting, slapstick comedy techniques can cause aggression, astonishment, discomfort, confusion, or overall turmoil. Slapstick humor can cover a lot of ground. Humor that comes from language, sound effects, or non-physical sights is not slapstick comedy (Kench, 2021). Since the delivery of humor in a form of slapstick can be seen, it is possible to enjoy for people in different culture and language. This kind of humor is not limited by words or language. The icons of famous comedian who use slapstick for their style are Charlie Chaplin, Jim Carey, Rowan Atkinson (Mr. Bean) and etc.

2.3.3 Related Humor

Related humor is a type of humor when the teacher shares an unusual story that connects to the lesson (Tunnisa et al., 2019). It is explained in the research that the teacher explains a material (comparative sentence) to students. The teacher provided the students with humor that was relevant to the subject matter. It was evident throughout the teacher's explanation of the comparative sentence content. According to the instructor, the degree of comparison sentences varies. When the teacher inquired what could be compared, students brought up the length of the females' hair. The teacher said "Cease it. My hair is longer than yours, for example". At the moment, students laughed. Teenagers made up the entire class, and they were all too sensitive to talk about "hair." This humorous environment made students laugh and might make them focus on the subject matter (Tunnisa et al., 2019).

2.3.4 Self-Disparaging Humor

A teacher utilizes self-disparaging humor when he or she makes jokes, stories, or remarks about themselves (Tunnisa et al., 2019). For the example, in the research stated that the teacher (as subject participant) told about his experience

when he was viewed with doubt as a Muslim. When the students learned that he actually wanted to take a moment to pray, they got shocked. The teacher told them his feelings in humorous way. His remarks were classified as self-deprecating humor since their teacher shared personal anecdotes with the class that had nothing to do with the lesson's subject matter but instead sparked amusing moments (Tunnisa et al., 2019)

2.3.5. Unrelated Humor

Although it has nothing to do with the material being studied, unrelated humor serves a specific function in the classroom (Tunnisa et al., 2019). The example of unrelated humor is also given in the research. The teacher made jokes in class that had nothing to do with the lesson being taught. It was when he explained comparative sentence and the teacher asked, whether his students understood or not. In order to reiterate the explanation, one of the students said, "kalau 'must' dia wajib...hoamm" (if must, it is obligatory). The student simultaneously yawned. The teacher abruptly turned to face the student and uttered "Hmmm, mengantuk misede? Piko berak" (hmmm, there, you are yawning? go take a dump please). The students laughed at the statement. They laughed at the teacher's facial gestures. But that had been irrelevant with the subject taught (Tunnisa et al., 2019).

2.3.6 Unplanned Humor

It is humor that occurs although a teacher did not want to be humorous, his students perceived the gesture or utterance as hilarious (Tunnisa et al., 2019; Wanzer & Frymier, 1999). For example, in the research Tunnisa, et al (2019) also stated that the teacher was going over the information regarding the usage of the modal auxiliary "Must." The modal auxiliary was the subject of a joke from the students. When one of them pronounced the modal auxiliary "Must" like the Javanese address name for an older brother, "Mas," they laughed. The teacher didn't mean for his statement to make his students laugh. He merely asked his student to

respond to what he had said. However, when their teacher responded to the students' irrelevant queries in a humorous manner, all of the students were laughing. Since he had no intention of being humorous, this statement falls under the category of unplanned humor. The students were the only ones who found it funny.

2.3.7 Riddle

The riddle can be defined as a form that is possibly situated halfway between the ability to solve serious problems and the ability to appreciate humor. It is an issue whose resolution brings forth a lot of amusement and delight (Shultz,1974). Riddling is a verbal engagement in which the “right” response is occasionally totally unexpected, causing people to be purposefully misled. (Bregenhøj, 2018). Al-noori (2019) gives an example of riddle which has been shown as appendix such as “A:'U' is the happiest letter; why is that? B: Since it falls within the realm of enjoyment.”

2.4 Strengths and Weaknesses of the Using Humor

2.4.1 The Strengths

Heidari (2021), in his project named HILL (Humor-Integrated Language Learning), explains the benefits and weaknesses of utilizing humor in teaching EFL classes. The advantages of using humor are explained in this point, while the disadvantages will be explained in the next point.

The advantages:

a) Higher enjoyment

It enlightens class ambience and increase learners' engagement and enjoyment.

b) Higher uptake

It aids teaching delivery, learning uptake, and second language development.

c) Higher motivation

It lowers affective filters and enhances motivation, participants, and satisfaction.

d) Higher interaction

It increases immediacy behaviors and facilitates class management interaction.

In the research of Rianita, et al (2023), the benefits of using humor in EFL classroom are;

- a) To improve students' enthusiasm for studying English.
- b) To enhance students' engagement to learning activity.
- c) To improve teacher's affinity.
- d) To boost students' courage.
- e) To create a positive learning atmosphere.

2.4.2 The Weaknesses

The weaknesses or disadvantages of using humor based on HILL (Humor-Integrated Language learning) initiated by Heidari (2021) are;

a) Lower authority

It decreases teacher's class authority and makes class management difficult.

b) Lower L2 use

It may increase L1 use and decrease class interaction in L2.

c) Lower immediacy

It can be prone to cultural misunderstanding and making learners feel offended.

d) Lower instruction

It may waste instruction time or being judged so by educational authorities.

Based on the interview data research of Rianita, et al (2023), humor in EFL classroom can estrange students who need help to comprehend the language of

humor employed. Humor may not serve an educational purpose and could even be detrimental to students' emotions and general well-being in the classroom if it is seen negatively (Bakar, 2019; Chabeli, 2008). Humor has “double-edge effect” as stated by Meyer (2000) that people find humor amusing while others may find it offensive. If teachers use humor too often, it might be viewed as unnecessary or as allocated time spending for TL activity (Huss, 2008; Benjelloun, 2009; Bakar, 2019).

2.5 Students' Perceptions toward the Use of Humor

A data stated by participant in Sahin (2021) also showed that students can perceive humor to release their tension and stress after or during having an exam. “In my classes, I utilize it a lot, particularly for tests. Exams cause a lot of stress for students. When you approach them with humor, they feel less stressed”. Sahin (2021) also found that humor can make a correction toward students' mistake without demotivating them. “The students laugh and acknowledge their error when I make jokes. They are not offended because of humor. They acknowledge their error without becoming angry.”

Based on study conducted by Tunissa, et al. (2019) The effectiveness of teaching English, particularly in the English course is greatly impacted by humor. During the English language teaching process, the students said that the teacher's use of humor eased their learning process and helped them relax. They also felt more at ease during the teaching and learning process because of their teacher's sense of humor. This study also found that students have their sense of humor even though the tutor is not trying to be humorous. On the opposite, the study explained that teacher's humor is classified as non-responded type as the reason the joke supposed to be. It was because the joke was supposed to be humorous while students did not react.

While in Al-Noori (2019) an experimental study was conducted. According to the test results, students who have learned WH/ question terms in humorous

questions are better at remembering their meanings than those who have learned them in a more conventional manner.

Meral, et al. (2023) stated that a person needs a fundamental idea of how things should be in order to comprehend and enjoy humor since this gives them a framework for appreciating the incongruity that humor is based on.

There are some indicators of students' perceptions both in positive and negative toward humor in EFL classroom. The **positive** indicators as stated by Rokhmah, et al.(2020) are;

- **Relaxing Environment:** The study found that humor creates a more relaxing environment for students, which helps reduce anxiety and stress associated with learning a foreign language.
- **Improved Retention:** Humor was shown to improve students' retention of material as it makes the learning process more engaging and memorable.
- **Enhanced Engagement:** Humor increases student engagement and fosters a more interactive and participatory learning environment.
- **Positive Atmosphere:** Humor contributes to creating a positive atmosphere in the classroom which enhances students' overall learning experience.

While the **negative** indicators from the study of Rianita, et al. (2023) are;

- **Inappropriateness Concerns:** Some students might find humor inappropriate or not aligned with the subject matter, which could lead to negative perceptions.
- **Lack of Interest:** Integrated humor that is not relevant to the subject matter might cause learners to lose interest, as observed in some studies.

- **Sensitivity Issues:** Considering the diverse ages and backgrounds of students, humor must be utilized sparingly to prevent any sensitive issues.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Phenomenological research in EFL (English as a Foreign Language) focuses on exploring the lived experiences and perceptions of individuals such as students and teacher within natural settings. It involves meticulous analysis of data to identify both micro and macro aspects of discourse. Phenomenological research allows for an in-depth understanding of language teaching and learning processes, offering insights into themes like students' perceptions of failure, emotional experiences, and academic challenges in EFL contexts (Bonyadi, 2023). Phenomenon in the current research was that the utilization of humor by teachers in TL activities and students' perception toward humor in the context of EFL teaching in Jombang as part of East Java. Since East Java has been well-known for its *Ludruk* as part of the cultural heritage.

3.2 Subjects and Settings

This research involved teachers who use humor in EFL classes in their teaching process. The researcher used purposive samplings and only focused on teachers who were accustomed to teaching EFL classes with humor. Two Junior High Schools in Jombang became the focus. Two teachers from each junior high schools in those were involved in this research. The two schools included MTsN 5 Jombang (18 students) and MTs Al-Azhar Peterongan Jombang (51 students). The specific reason why the researcher chose those schools was that because of the teachers. Since the teachers had been accustomed to using humor in their teaching, as the preliminary observation and interview that had been done before conducting this research further, and humor delivery also needed a two-sided understanding, the researcher intended to find the synergy between teachers and their students

which could be visualized as classroom climate. As the preliminary observation and interview that had been done before conducting this research further

Furthermore, the study was conducted in the classes of 7th grade for each school because the students were still new to the environment of Junior High School and they needed to get adapted to the class atmosphere. The first impression played a significant role in teaching EFL classes with humor and also it could not be denied that 7th graders experienced the changing phase between elementary and junior high school.

3.3 Data Collection

3.3.1 Techniques and Instruments of Collecting Data

1. Observation

Since humor can be delivered spontaneously in teaching learning process, observation is also used by the researcher to observe the class atmosphere and climate, and documentation is used to capture or to record the atmosphere and settings during teaching learning process (Al- Duleimi & Aziz, 2016). In order to facilitate the observation, the researcher used an observation checklist as the instrument to triangulate the data obtained from the interview. The observation checklist was adapted from Tunnisa, et al. (2019). See Table 3.1 in the Appendix.

2. Interview

According to Bryman and Bell (2019), there are 4 kinds of qualitative research interviews. They are uncoordinated interviews, semi-formal interviews, focus group, online interviews and focus group. In this this research, however, semi-structured interview was used because it was more organized than unstructured ones but still allowed flexibility. In other words, depending on the interviewee's answers, it can change the order of the questions and add more. This method permits interviewees to voice their opinions in a conversational, organic manner while facilitating comparability between interviews. Furthermore, in order

to facilitate the interview, an interview guide with preset questions on specific topics was used. In order to gain in-depth interviews, the researcher organized series of questions as interview guideline adapted from Tunnisa et al (2019), Weisi and Mohammadi (2023) and became flexible for each participant. In this study, the interview guide was used mostly for the teacher.

3. Questionnaire

A questionnaire was employed by the researcher to collect the data about students' perception. Likert questionnaire was used to collect the data from students. The researcher also adapted and modified the questionnaire from the previous researchers such as Olajoke (2013), Morrison (2008), Askildson (2005), Al-Duleimi, Aziz (2016), and Lu'mu, et al. (2023). In addition, the researcher adapted the scoring Likert scales stated by Ary, et al. (2010), in which for positive or uplifting statements, *strongly agree* was scored 4, *agree* was scored 3, *disagree* was scored 2, then *strongly disagree* was scored 1. The questionnaire was delivered in Indonesian language to get the more authentic data from the participants.

3.4 Data Analysis

First of all, to analyze the **qualitative data**, the data analysis approach suggested by Miles and Huberman (1994) was employed by the researcher. Data reduction, data display, and conclusion drawing and verifying were the three main components of data analysis.

1. Data Reduction

The collection of data had to be sorted to avoid a broadening explanation, and to help the researcher manage and organize the data. The process of choosing, concentrating, streamlining, abstracting, and rearranging the information found in transcriptions or written field notes is known as data reduction (Miles & Huberman, 1994). In this stage, the researcher selected the relevant data from observation, and transcription from interview. Since this study had focused on the kinds of humor

and students' perception on humor, the data were concentrated on the kinds of humor that were utilized by teachers during teaching in EFL classes.

2. Data Display

The sorted data got from phase 1 (data reduction), then were presented in this second phase. The presentation of data should be clear and understandable to ease the researcher in drawing conclusion, or even to give preliminary understanding for readers before reading the conclusion. Miles & Huberman, (1994) stated that data presentation is the process of arranging and displaying the data in a way that makes sense, like using charts, graphs of matrices. In this stage, the researcher created visual representations like charts to organize the kinds of humor used by different teachers in different schools.

3. Conclusion Drawing and Verifying

In this stage, the researcher identified the key themes and pattern based on data display, then drew conclusion based on those themes. Then to verify the data, the triangulation or cross-checking the insights from different data sources (observation, interview, and questionnaire) was needed to confirm the consistence of the data, since the focus of this study had been about humor, and the delivery of humor itself could be flexible and spontaneous.

Secondly, the analysis of questionnaire items which were analyzed by using descriptive statistics such as mean, median to describe students' general perceptions of humor utilized by teachers in teaching EFL classes. The questionnaire contained both positive and negative perceptions. To classify the positive and negative perception toward the use of humor by the teacher, this study used score interval as the Table 3.1 below:

Score interval	Scale interval	Description
43 – 52	3.28 – 4.00	Very positive
33 – 42	2.52 – 3.27	Positive
23 – 32	1.76 – 2.51	Negative
13 – 22	1.00 – 1.75	Very Negative

Table 1 : The score interval table of students' perceptions toward teachers' humor in EFL classes



CHAPTER IV

RESULT OF THE STUDY

This section presents the findings based on the results of the data analysis and the discussion of the findings by referring to the existing theories and previous studies.

4.1 Research Findings

This section presents the findings concerning (1) the kinds of humor the teachers utilize in teaching English and (2) the students' perceptions toward the kinds of humor employed by the teachers in teaching English at MTsN 5 Jombang and MTs Al Azhar Jombang.

4.1.1 Kinds of Humor

Based on the results of the data analysis, it was found that the teachers applied several kinds of jokes such as *verbal/word-based humor*, *slapstick/physical humor*, *related humor*, *self-disparaging humor*, *unrelated humor*, *unplanned humor*, *riddles*, and *spontaneous humor*.

4.1.1.1 Verbal/Word-Based Humor

The word-based humor is a humor that plays language and some hilarious feature of language or languages. The result of the data analysis revealed that this form of humor was used in the classroom during the teaching and learning activities when the teacher was explaining a procedure text of "How to cook a fried rice". It was implied in the finding when the teacher explained about the students' joke preference and acceptance. The instance of the jokes preference and acceptance are displayed in the following excerpts.

Extract 1

It seems that the students accept and understand the simpler joke like the homophone between English words and Javanese words as their mother language which has a total different meaning, even the contrary. For example, shallot = bawang merah (English to Indonesian), and Silit = Anus (Javanese to English) (Teacher 1; app 4; number 5.1)

The teacher tried to make a joke from the students' pronunciation which seemed it had been mispronounced from /Sy^aL^{ət}/ to "syelet". The mispronounced word was a Javanese word that means 'anus' in English. That was actually classified as inappropriate humor which used English and Javanese word as wordplay (verbal humor), but that was still classified as humor beside its inappropriateness because almost all of students laughed when hearing the joke at that time. For more example of this kind of humor utilized by Teacher 1, it can be read in appendix 4 (see appendix 4 ; number 7; 16)

The word-based / verbal humor was also found in Teacher 2. That was when he explained some acronyms that went viral on internet. Almost all of students in their age imitated and used the words they got plainly even though they have no idea about the meaning. The detail and example of the acronym can be seen in the data result in Extract 2 below.

Extract 2

Sometimes I tell them and write on the whiteboard some words like KEPO and YOLO. "Do you all ever know these words guys? Are they familiar to you?" some of them are familiar with those words because those are usually shown in the game they are playing. Then I ask them the meaning of those words, and I tell them You Only Live Once. You only live once so don't make it difficult. (Teacher 2; App 5; 3.1; 20)

The utterance implied that KEPO and YOLO were familiar in the students' ears. Even "Kepo" itself was known as Indonesian word. The students would never know that it was the acronym of Knowing Every Particular Object, If Teacher 2 did not explain. The same thing did for YOLO. Teacher 2 also told that sometimes his students said YOLO followed by gesture of smoking pot, the way how a junkies consumed weed or meth. Teacher 2 intentionally changed the meaning of YOLO,

but he did it cleverly. He had browsed and known some knowledge about the meaning and history of the “YOLO” word which originally means “live your life to the fullest and enjoy every pleasure”. Teacher 2 changed it into a wise advice for not making their life difficult, because sometimes pleasure can invite suffer. For more example of this kind of humor utilized by Teacher 2, it can be read in appendix 5; number 16.

4.1.1.2 Physical Humor

Physical Humor is a joke that can be seen. It does not need any language or words, just acts which can make it understandable across nations without language differences as boundary. The result of the data analysis revealed that this form of humor was used when Teacher 1 explained the rules of the class he used a gesture of cutting the throat. Some of students responded with “wuihhh” expression. But, considering that violence is illegal for the regulation, not to mention killing students, the gesture of cutting throat at that time was impossible to happen. So, it could be considered as physical humor. When the teacher approached one of the students, he held the boy’s head and moved it around. Even when the teacher was explaining about procedure text. The teacher explained the steps in the procedure text while holding one of his student’s head and moving it around like an analog in Playstation’s joystick. That kind of gesture made the whole class laughed. It was shown in result of study below, for the Extract 1 and Extract 2.

Extract 1

The act is like a gesture of cutting the hand or neck, But I deliver that kind of joke to the troublesome students. Before doing the ridiculous act, I have to make sure that the whole class support my side first. I get closer to the troublesome student with an angry expression. But the rest of students understand that I am joking. I hold his head up then I make a gesture like slaughtering and it produces laughter for the class at that time. (Teacher 1; app 4; number 14)

Extract 2.

For the light/ mild jokes, I use physical joke, like I love holding their head which is still connected to the body. I love playing their head,

moving it around, right and left. When I play the student's head, I am doing it normally so that the student, whose head I play, cannot complain and he has to accept his fate in that moment. The rest of students are laughing at that time and they focus more on my gesture in playing their friend's head than what I am saying. That is how I get their attention and that becomes my intention in order to make the class conducive. (Teacher 1; app 4; 15.2)

Based on the extract 1, there were some preparation such as looking for support from the majority of the class and making students understand that the gesture was meant to be humorous, not releasing anger. And in extract 2 Teacher 1 implied that he played a student's head like doing nothing with flat expression. Even though Teacher 1 was talking or explaining a lesson, the students were focusing on the gesture he did as he planned. For the other example of this kind of humor, it can be seen in appendix 4 (see app 4; 12).

Physical humor/ slapstick was also found in Teacher 2. It was the moment when he conducted a fun teaching in form of a game and gave his students example to explain how to play the game. The result is implied in Extract 3 below:

Extract 3

Yeah I ever use slapstick when I want to make a game about describing. I make an example as a clue. It can be given as words or gesture. At that time I give them an example by imitating the gesture of monkey hehehe. My students say that I put my soul into it, in becoming a monkey). (Teacher 2; app 5; 14)

Based on the utterance, Teacher 2 was seen as professional in impersonating a monkey, an animal that is considered funny. He tried to get closer to his students and encouraged his them to be confident. Teacher 2 was also ready to joke about himself, so he perceived students' banter as jokes.

4.1.1.3 Related Humor

Related Humor is a humor that can make a better explanation of a material or a lesson. A teacher can take some specific materials or lessons as inspirations to make a joke, or in another way, a teacher can make a good use of his/her creativity

of using humor in explaining a serious material so that it can be understandable and kill the boredom.

The result of the data analysis revealed that this form of humor was used by Teacher 1. One of the humors was the moment moment when Teacher 1 directed students' focus on something funny, like the moment when he taught present continuous. Everyone in the class was Javanese and able to speak the language. Teacher 1 played the tempo well and bridged the material which was from serious to hilarious, from English language to Javanese. The finding of this kind of humor could be seen in extract below:

Extract 1

Here is a funny moment also when I explain about present continuous. I make a humor come out of their quick answer and reaction. At that time, I intend to play the slow to the fast beat so they can deliver the humor themselves without realizing it. They will realize it later, after they have say the funny word,

Teacher 1 : okay guys, I believe you can do it, change them into continuous verbs, are you ready?

Students : ready sir !

T 1 : sweep?.

Ss : sweeping.

T 1 : mop?

Ss : mopping

T 1 : watch ?

Ss : Watching

T 1 : see?

Ss : seeing

T 1 : drive?

Ss : driving

T 1 : ride?

Ss : riding

T 1 : ngis?

Ss : ngising.

The students laugh in a second they have realized it. (Teacher 1; app 4; 20)

In the last moment of saying the example of words, Teacher 1 said a meaningless word such as *ngis*. But when his students added "ing", it formed a Javanese word which means taking a dump (*ngising*). Those students were

Javanese, so It became their mother language. Caused by the cultural and language background, the execution of the joke could be successful. For the further example of this humor type utilized by Teacher 1, it can be seen in appendix 4 number 10

This kind of humor was also used by Teacher 2 when he delivered a material about procedure text like the data that is shown in Extract 2 below:

Extract 2.

Because at that time, my students make some unusual ideas. So, I do not want to lose the game by giving an example like “Tutorial of doing Ruqyah in English”. a lot of ideas that they make like “how to make a nettle soup, then amethyst juice. Do they really want to get hallucinated?, there also some examples like how to burn a dormitory, how to make a human meatball and etc (Teacher 2; app5; 24)

Based on the Extract 2, Teacher 2 admitted that he was inspired by his students' ideas and he wanted to stand on the same level on them in order to tell the jokes easily. Teacher 2 also facilitated his students as a translator in translating their unusual ideas. Teacher 2 also admitted that he had learned some new vocabularies like “nettle” and “ amethyst”. Nettle is *lateng* (Javanese), or *jelatang* (indonesian) that can make itching to a skin. While Amethyst is *kecubung* (Javanese). a plant that can make hallucination if it gets consumed. At the school where Teacher 2 worked, those two things could be used to make a prank among friends. So, it was considered funny just by saying those words *lateng* and *kecubung*, more over when the students combined those words like *jangan lateng* (nettle soup) or *jus kecubung* (amethyst juice). It could double the humorous effect in the class. For the other example of this kind of humor utilized by Teacher 2, it can be seen in appendix 5, number 10.

4.1.1.4 Self- Disparaging Humor

Self-disparaging humor is a humor that comes from teacher's personal experiences. It can be a funny story from the past and even some serious stories or even tragic stories experienced by the teacher depends on how a teacher deliver the serious and tragic story in humorous style. The result of the data analysis

revealed that this form of humor was used by Teacher 1 it was the moment when he told about his experience in meeting foreigner like what he had implied in Extract 1:

Extract 1

So I have ever been to Borobudur, and I am looking for some foreigners to practice. At the moment of guiding my students who are practicing their English there, I meet some foreigners and ask them to say some bad words in Javanese which those foreigners do not know the meaning of the words. I am recording it then I send it to my Javanese friends. (Teacher 1; app 4; 8.1)

The Extract 1 implied that Teacher 1 taught the foreigner to say Javanese bad words to foreigner, then he recorded it for his friends, Javanese friends. The teacher said also that the foreigner had ever asked whether the recording would be uploaded or not but he could deal with it by telling the foreigner that the recording was for personal use only

Self-Disparaging humor was also used by Teacher 2. He used it intentionally just to break the ice and kill the boredom among students. Those data about Teacher 2's experiences are shown in the result in extract 2 below.

Extract 2

Well, joking with students, to break the ice, or when the situation turns out to be boring or tiring, yeah it is a must. Sometimes I use my own humorous and stupid experiences as joke materials. Like, Sometimes I tell them about my school experiences. like when I got punished by my teacher and my friends were laughing at me, and also an experience when I have met a foreigner on one of a beach in East Java. Luckily, the foreigner was confused at that time. Then I was asked to be his translator. At that time, that bule (foreigner) forgot to give back the coffee cup. The coffee seller was nagging at me, and I was upset because of that. Finally I came to the foreigner and was nagging at him, the foreigner. Maybe that was the first in Indonesia that a local can be nagging at a foreigner hahaha. (Teacher 2; app 5; 8)

Based on the extract 2 above, Teacher 2 delivered his experience when he was at school. In order to get close to his students, Teacher 2 implied that not only his students who experienced the feeling of being humiliated and punished but also

himself when he was a student. But since Teacher 2 saw the experience as humor, not tragedy, the delivery of the story could amuse his students during a tiring day. He also told his experience during a picnic day on a beach. The style of delivering the story at that time was not like what Teacher 2 implied like in Extract 2 above. He was not really upset or angry. He just wanted to share his experiences in order to entertain his students. In other words, Teacher 2 was not literally upset or nagging at the foreigner.

4.1.1.5 Unrelated Humor

Unrelated humor is a humor used to get the students' attentions or focuses even though it does not relate to the material taught by teacher. In another word, it can be used to break the ice and clumsiness in order to get the conducive atmosphere. The result of the data analysis revealed that this form of humor was used by Teacher 1 in the following Extract:

Extract 1

Sometimes, I intentionally act like a killer teacher who can not be serious. I give them a threat while laughing, or sometimes I threaten them by using hyperbolic and melancholic words like "well, I will burn your pity souls....". That kind of violent persona that I have been building for this latest 6 years. (Teacher 1; app 4; 17.2)

Based on the Extract 1. Teacher 1 used that kind of violent persona to get his student's attention who was day-dreaming or slacking off during class. Some students in the class, approximately 2 to 4 students responded the fake intimidation by saying "wuihhh". in order to make some laughter, Teacher 1 intentionally used 2 different things that contradicted to each other such as, "a killer teacher" (who was supposed to be serious) and "can not be serious". for other examples of this humor type can be seen in appendix 4; number 13 & 17.

Teacher 2 also used unrelated humor for his ice breaking. It was the time when he held a fun teaching with game. The result of the data is shown in the extract 2 below:

Extract 2

O yeah, at that time when I use game. I have ever used ice breaking as a game. At that time they were given some instructions, and the instruction given triggers them to act like a monkey. There is also a moment, when I use fun learning in a form of competition. The students who lose the game will be powdered as the punishment. Sometimes their heads are full covered with powder. Some of them are bald. They are bald and covered by white powder. It makes them look like 'Tuyul'. (Teacher 2; app5;17)

The game held by Teacher 2 was just for ice breaking, and it was not related with the material taught at that time. There was also a moment when Teacher 2 held a competition with punishment. The ones who got punished would certainly be a laughing-stock for their friends. Teacher 2 said that the punishment had made his students look like Tuyul which referred to a mythical creature from East Java or Indonesia, which took form as a little baldy kid with a white powdery white face, sometimes full body, running around stealing people's money.

4.1.1.6 Unplanned Humor

Unplanned humor is a humor which is unintended. In other words, the speaker who tells something seriously is responded as jokes by the listener. The result of the data analysis revealed that this form of humor was used by Teacher 1 and 2. The example of this kind of humor can also be found in the following extracts:

In the extract 1 below, Teacher 1 said a pair of words. But his students responded it with laughter even though he noticed the joke later.

Extract 1

I ever find my students laugh caused by the homophone which relates to a bad word they used daily in Javanese language like "chore". At that time, I teach them about V1, V2, and V3. When I give them an example like "have you done chore?" they laugh at it. Then I realize it later that it will be responded as Javanese harsh word. (Teacher 1; App 4; 18)

From the data, Teacher 1 had realized that there was a pair of words that triggered students knowledge about Javanese bad word. He said “have you Done Chore?”. The pair of words “Done Chore” were a little bit similar in pronunciation to *D******. It was an anticipated joke according to Teacher 1 because he did not want his students to say bad words more often.

Teacher 1 also found some humor produced by his students even though his students did not intend to joke. Teacher 1 and students laughed when a student responded the teacher with her Javanese accent. That was categorized as unplanned humor because the student did not intend to be funny, but he considered her accent or intonation as joke which had produced laughter in the class. The student’s funny accent can be seen in Extract 2 below.

Extract 2

It is the moment when I hear one of my students says “Making a Fried Egg”(Javanese= Nyeplok Endog). in my opinion, that is cool and funny. It is like she has an identity as a pure Javanese. Hearing that accent, I have followed it up by saying a joke like “you are so Javanese, your accent does tell me that”). (Teacher 1; app 4; 19.1).

The utterance in Extract 2 could actually be categorized as segmented joke limited to Javanese people, especially Jombang. But, since the class was inhabited by Jombang people who spoke Javanese, the student’s pure Javanese accent and intonation were accepted by a joke. The other example of unplanned humor produced by students can also be seen in appendix 4 number 19.

Unplanned humor was also found in Teacher 2’s TL activity. It was the moment when he acted randomly and unintentionally.

Extract 3

My students have ever laughed at me even though I do not intend to be funny. That is when I unintentionally wear my cap (peci) upside down. Then they remind me that I wear it wrong, and I ask them why they laugh. (Teacher 2; app 5; 18)

The students laughed at Teacher 2 because he wore his peci (cap) wrongly unconsciously. Peci/Songkok itself is a traditional cap from Indonesia that is usually worn by Indonesian Moslems. Teacher 2 taught in a school of an Islamic dormitory, and he is a Moslem. His students knew well that he is a Moslem, and a male Moslem had to know how to wear a Songkok, so the combination of the knowledge between a common sense of a male Moslem wearing Songkok and the wrong way of Teacher 2 wore it created a funny effect that had made the students laughed.

This kind of humor was not only produced by Teacher 2 unconsciously, but his female students also made his mind travelling. Those were adult jokes that came from innocent thoughts and mistakes of students. The detail of the jokes can be seen in the Extract 4 below.

Extract 4

(I have ever taught about procedure text in grade 7th MTs. I ask them to make a group consists of 4-5 students. After they have made their product, I ask them to come forward, present, and submit their works. When I check those works, the thing that makes me laugh inside me is when they make a mistake in writing “slim” to “slime”. that makes my mind traveling. The next is when a group calls themselves as “7 lonte” (seven bitches). The group’s name is seven Lonte, and that makes me laugh. (Teacher 2: app 5; 19)

There were 2 jokes in the extract 5 that Teacher 2 had implied at once. The first was when his female students made a mistake in writing “slim” to “slime”. Teacher 2 admitted that he had a dirty mind reading the word “slime”, because that was actually an adult joke. The texture of “slime” in Teacher 2’s mind was similar to “sperm”. Then the second joke was when his female students called their own group as 7 *Lonte* which in English means 7 bitches.

4.1.1.7 Riddle

Riddle can also be classified as humor when the answer of question or quiz is mind blowing or unexpected to the listeners. The result of the data analysis

revealed that this form of humor was used by Teacher 1 in his teaching to create the joy in his class. The example can be seen as the extract 1 below:

Extract 1

T1 : *Langkah pertama adalah...? (the first step is...?)*

S1 : *mengatur kecepatan ? (setting up the speed?)*

T1 : *wrong*

S2 : *putar ? (turn it around?)*

T1 : *salah. Cukup mudah. Langkah pertama yaitu menjadi tinggi. (wrong.*

It is easy enough. The first step is to be tall.) (app 4; 20.1)

At that time, the teacher tried to make a twist out of the normal answers delivered by students. That kind of unexpected answer needed time to get the humor. but when the students understood it, they laughed together.

4.1.1.8 Spontaneous Humor

Spontaneous humor is a humor that does not need preparation. It is a humor that a speaker utilizes to adapt the unexpected situation. It can also happen in an EFL class during TL activity. a teacher can also make some jokes out of students response, activity, comments, an unexpected event when a white board starts to fall, and etc.

The result of the data analysis revealed that this form of humor was used by Teacher 1. Following up the data in physical humor, especially in Extract 1 below, when he dealt with an unexpected moment.

Extract 1

Actually I do not expect that his head is sweaty or oily, and at that time I give comment like "is your head an oil factory?" and a comment like "you have got a lot of lice in your head, don't you ask your friend to eat them" laaa, that is something like monkey's behavior which like to scratch their hairy skin and eat the lice, and most of the time, the joke works. And I also give my spontaneous comment because at that time I am thinking about strategy of how to get their attention to make them focus. When I am saying

that “najis mugholadhoh”, the lowest or the worst dirt in Islamic knowledge. (Teacher 1; app 4; 15.2;15.3)

The teacher gave some comments in hyperbola to make some jokes. While playing student's head, he had ever felt his hand oily and wet caused by the oily and sweaty head of the student.

This kind of humor was also found in data collected from Teacher 2. There was an incident that the whiteboard was going to fall. The ones who spotted and responded the incident first were the students. The teacher kept it cool and made a joke out of it that related to the previous explanation about “the step of procedure text”, the steps of “how to make teacher cannot come into class”.

Extract 2

Yes, at that time, the whiteboard is falling down. And my students try to hold it with, in my opinion, their thighs. How could it happen? I laugh seeing the shaking white board then I say “the white board is angry with you guys. I say it spontaneously. Because it is as if the white board does not want to be used by my students. (Teacher 2; app 5; 23.1)

The utterances implied that Teacher 2 responded the unexpected incident such as a falling white board by funny comment and a little banter to his students. The ones who were shocked at that time were the students. But on the other side, Teacher 2 responded it with laughter and he delivered the comment spontaneously just like *Ludruk*, an East Javanese cultural and spontaneous comedy show. Teacher 2 also admitted that most of his spontaneity were inspired by *Karya Budaya, Supali, and Trubus*, the group of *Ludruk* that He used to watch when he was child. For the other example of this spontaneous type humor, it can be seen in Appendix 5 number 24.

4.1.2 Students' Perceptions Toward the Use of Humor

Based on the results of questionnaire items analysis, it was found that there were two kinds of students' perceptions toward the use of humor utilized by teachers. They were *positive* and *negative perceptions*. There were 69 students who gave responses through questionnaire manually because almost all of students were

not allowed to bring their smartphone at school. Fifty one of them lived in dormitory and were not allowed to bring their phone as long as they lived in dormitory. For the detail information can be seen in Table 4.1 (See Appendix 6).

From the data result in the Table 4.1, the total perception score gained from the questionnaire that was answered by 69 students was 2855, and the total mean of the perception upon 13 questionnaire items was 41.377. Students' perceptions fell in the 33-42 score interval, as shown in Table 1. This interval is categorized as "positive" toward the humor used by teachers in EFL classes.

4.1.2.1 Positive Perceptions

Based on the results of the data analysis, it was found that there were four points indicating students' perception. They were *relaxing environment*, *improved retention*, *enhanced engagement* and *positive atmosphere*.

4.1.2.1.1 Relaxing Environment

The perceptions gathered from students that indicated this point were students' response in answering some statements in item of questionnaire number 5 and 10 (see appendix 3). For the total responses of the 69 students based on four categories, *strongly agree*, *agree*, *disagree*, and *strongly disagree*, in item number 5 and 10 can be seen in Figure 1 and Figure 2 below:

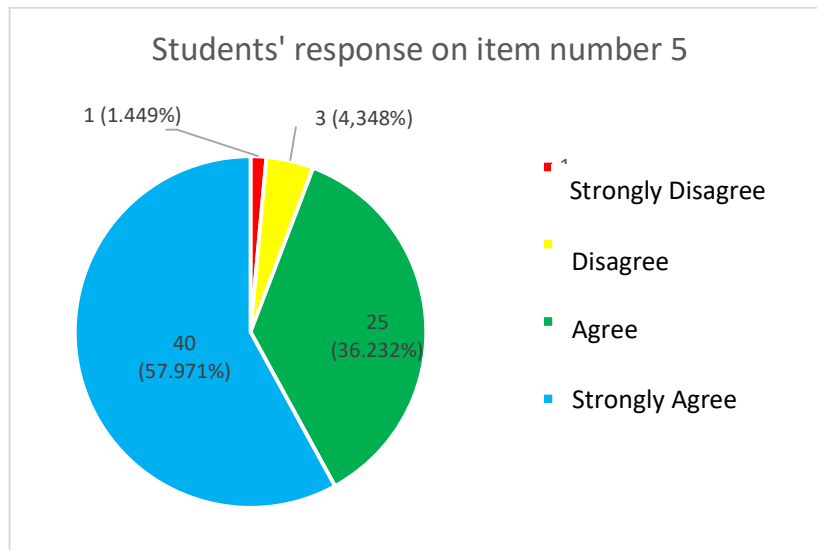


Figure 1: Relaxing Environment (Questionnaire Item 5)

Based on the data shown in Figure 1, from 69 of students in MtsN 5 Jombang and Mts Al-Azhar, 1 student (1.449%) chose “strongly disagree”, 3 (4.348%) “chose disagree”, 25(36.232%) chose agree, and 40 (57.971%) chose strongly agree about questionnaire item number 5 indicated relaxing environment. Sixty five out of 69 agreed that humor creates a more relaxing environment for students, helps reduce anxiety and stress associated with learning a foreign language. The average scale interval for this item was 3.507 which can be concluded that in this item the majority of students had very positive perception. This means that the students felt relaxed and not tense during EFL class.

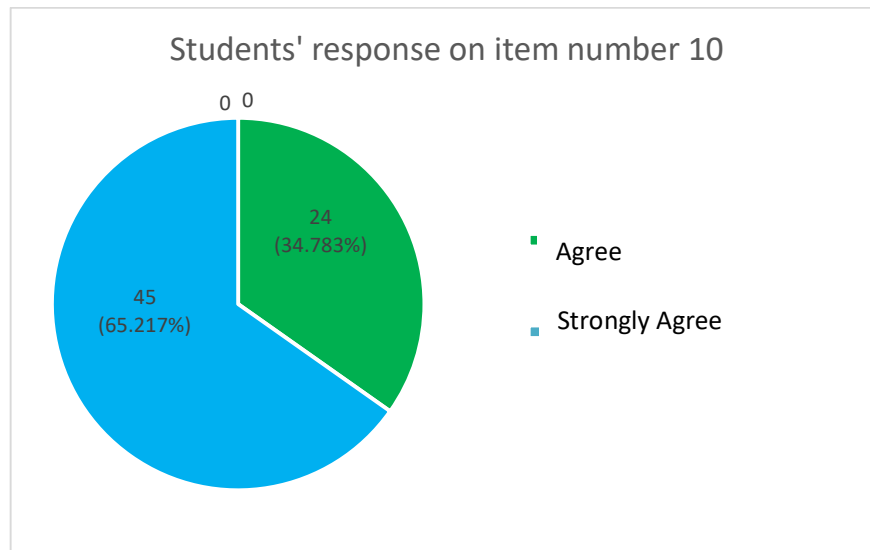


Figure 2: Fun Atmosphere (Questionnaire Item 10)

Based on the chart, out of 69 students, 0(0%) chose “strongly disagree”, 0(0)% “chose disagree”, 24 (34.783%) chose agree, and 45(65.217%) chose strongly agree. In this point in statement of questionnaire number 10, no one chose disagree and strongly disagree. The 69 (100%) of students chose between *agree* and *strongly agree*. It indicated that 100 % students agreed that humor creates a more relaxing environment for students, helps reduce anxiety and stress associated with learning a foreign language. The average scale interval for this item was 3.652 which can be concluded that in this item, the majority of students had very positive perception. This means that the students had more fun in EFL teaching learning activity with humor.

The analysis of the data result showed that the majority of students, in both questionnaire items number 5 and 10, agreed that humor could make relaxing environment.

4.1.2.1.2 Improved Retention

The perceptions gathered from students that indicated this point were students’ response in answering some statements in item of questionnaire number 1 and 9 (see appendix 3). For the total responses of the 69 students based on four

categories, *strongly agree*, *agree*, *disagree*, and *strongly disagree*, in item number 1 and 9 can be seen in Figure 3:

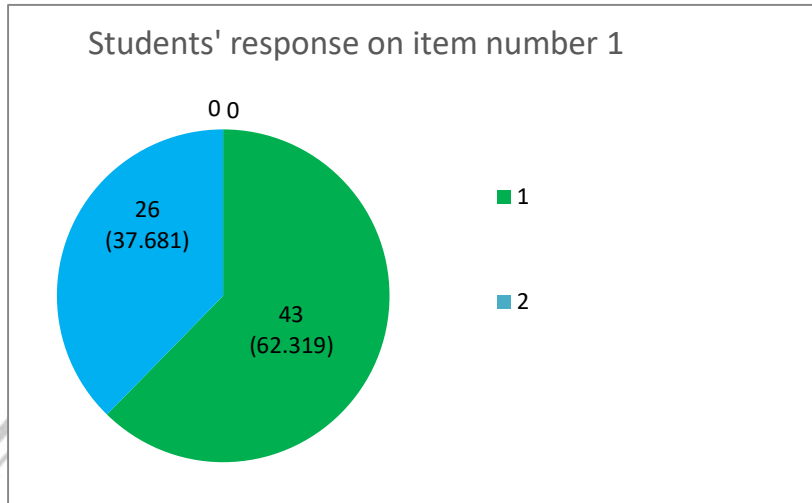


Figure 3: Improved Retention (Questionnaire Item 1)

Based on the chart in Figure 3, out of 69 students, 0 student (0%) chose “strongly disagree” and “disagree”, 43 (62.319%) chose agree, and 26 (37.681%) chose strongly agree. In this point in statement of questionnaire number 1, no one chose disagree and strongly disagree. The 69 (100%) of students chose between agree and strongly agree. It indicated that 69 (100 %) students agreed that humor was shown to improve their retention of material, as it makes the learning process more engaging and memorable. The average scale interval for this item was 3.377 which can be concluded that in this item the majority of students had very positive perception. This means that the students could remember and understand the lesson because their English teachers used jokes to explain.

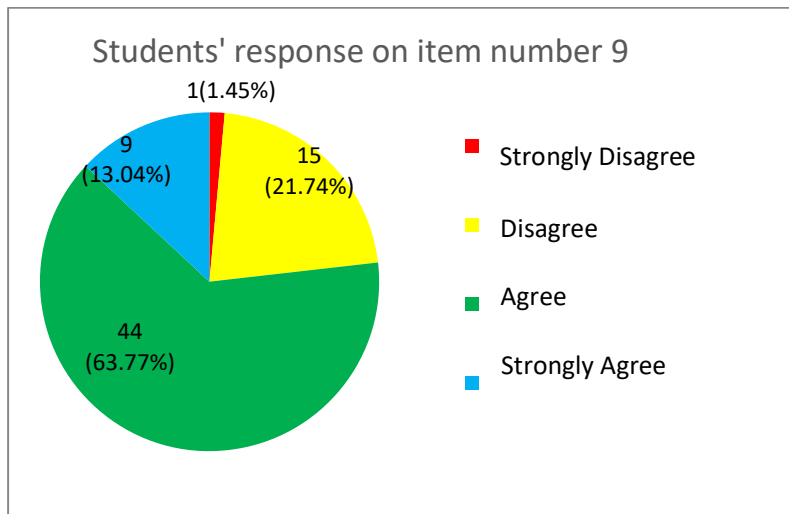


Figure 4: Students' Understanding of Humor Delivered in English (Questionnaire Item 9)

Based on the chart in Figure 4, it can be seen that out of 69 students, 1(1.45%) chose “strongly disagree”, 15(21.74%) chose “disagree”, 44(63.77%) chose agree, and 9(13.04%) chose strongly agree. The data showed that 53 of 69 students agreed the statement in questionnaire item number 9. It indicated that the majority of students agreed that humor was shown to improve their retention of material, as it makes the learning process more engaging and memorable. The average scale interval for this item was 2.884 which can be concluded that in this item the majority of students had positive perception. This means that the students understood the jokes delivered by their teachers even though the jokes were delivered in English.

4.1.2.1.3 Enhanced Engagement

The perceptions gathered from students that indicated this point were students' response in answering some statements in item of questionnaire number 3,6,8,12, and 13 (see appendix 3).

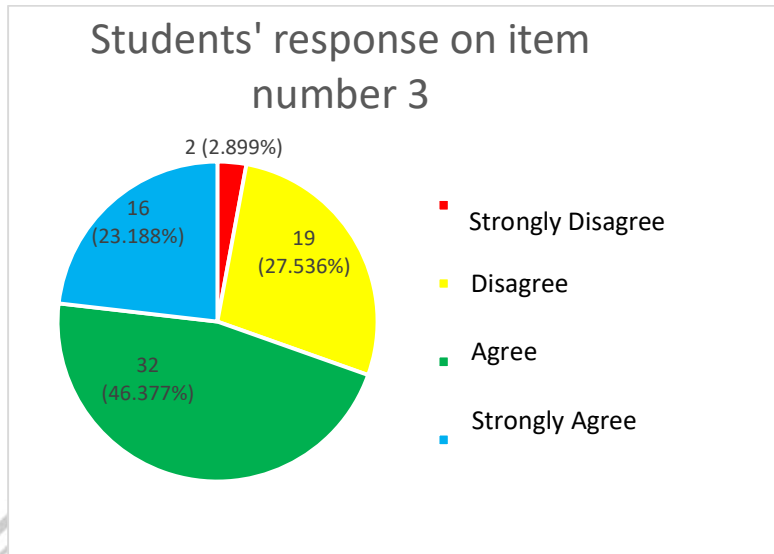


Figure 5 : Enhanced Engagement (Questionnaire Item 3)

Based on the chart in Figure 5, out of 69 students, 2 (2.899%) chose “strongly disagree”, 19 (27.536%) chose “disagree”, 32 (46.377%) chose agree, and 16 (23.188%) chose strongly agree in item number 3 in questionnaire. Based on the result, It indicated that most students agreed that humor increases their engagement and fosters a more interactive and participatory learning environment. The average scale interval for this item was 2.898 which can be concluded that in this item the majority of students gave positive perception. This means that the students felt time went really fast when the teachers taught them by using humor.

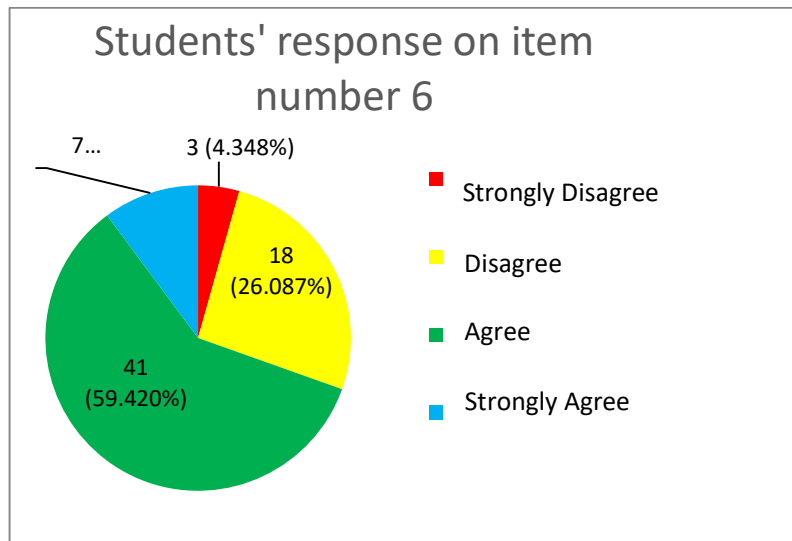


Figure 6 : Inspiration to Make Jokes in English (Questionnaire Item 6)

Based on the chart in Figure 6, the result shows that out of 69 students, 3 students (4.348%) chose “strongly disagree”, 18 (26.087%) chose “disagree”, 41 (59.420%) chose agree, and 7(10.145%) chose strongly agree in questionnaire statement item number 6. From the result, it indicates that the majority of students agreed that humor increased their engagement and fosters a more interactive and participatory learning environment. The average scale interval for this item was 2.754 which can be concluded that in this item the majority of students gave positive perception. This means that the students were inspired and interested in making jokes in English language.

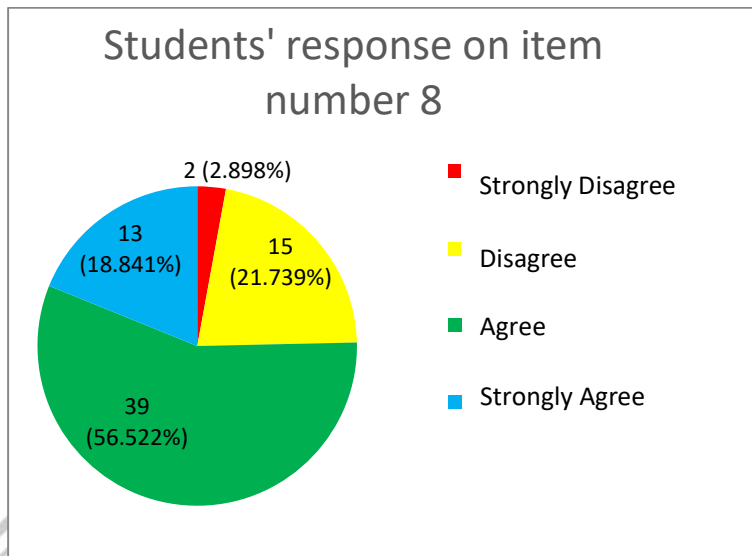


Figure 7 : Interest in English Lessons Using Humor (Questionnaire Item 8)

Based on the chart in Figure 7, out of 69 students, 2 of them (2.898%) chose “strongly disagree”, 15 (21.739%) chose “disagree”, 39 (56.522%) chose agree, and 13 (18.841%) chose strongly agree for questionnaire statement item number 8. From the result, it indicates that the majority of students agreed that humor increased their engagement and fosters a more interactive and participatory learning environment. The average scale interval for this item was 2.913 which can be concluded that in this item the majority of students gave positive perception. This means that the students felt inspired and interested in making jokes about English as a language and as a lesson.

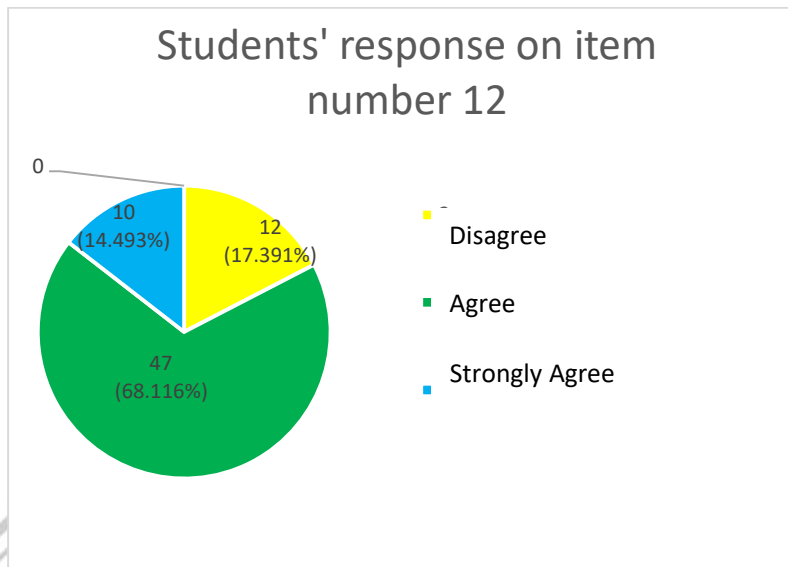


Figure 8: Students' Enthusiasm for English Lessons (Questionnaire Item 12)

Based on the chart in Figure 8, out of 69 students, none of them (0%) chose "strongly disagree", 12 students (17.391%) chose "disagree", 47 (68.116%) chose agree, and 10 (14.493%) chose strongly agree for questionnaire statement item number 12. From the result, it indicates that the majority of students that humor increased their engagement and fosters a more interactive and participatory learning environment. The average scale interval for this item was 2.971 which can be concluded that in this item the majority of students gave positive perception. This means that the students were enthusiastic and waiting for the English lesson to come.

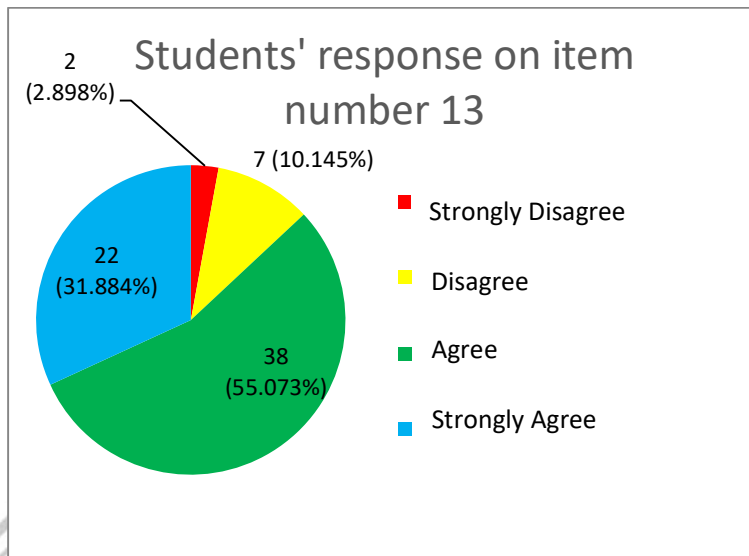


Figure 9 : Preference for English Lessons with Humor (Questionnaire Item 13)

Based on the chart in Figure 9, out of 69 students, 2 of them (2.898%) chose “strongly disagree”, 7 (10.145 %) chose “disagree”, 38(55.073%) chose agree, and 22 (31.884%) chose strongly agree for questionnaire statement item number 13. From the result, it indicates that the majority of students agreed that humor increased their engagement and fosters a more interactive and participatory learning environment. The average scale interval for this item was 3.159 which can be concluded that in this item the majority of students gave positive perception. This means that the students liked English lesson because their teachers utilized humor in teaching.

4.1.2.1.4 Positive Atmosphere

The perceptions gathered from students that indicated this point were students’ response in answering some statements in item of questionnaire number 2(see Figure 10). The item number 10 can also be classified in positive atmosphere, see Figure 2.

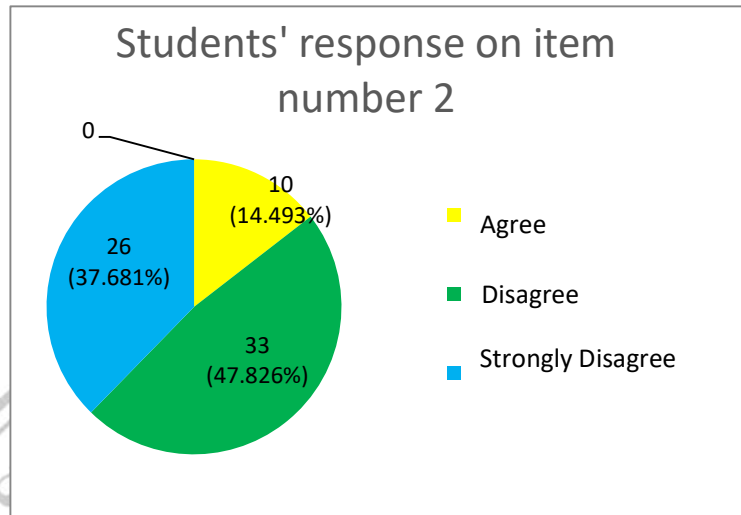


Figure 10: Positive Atmosphere - Students Feeling Close to Teacher Who Joke (Questionnaire Item 2)

Based on the chart in Figure 10, out of 69 students, none of them (0%) chose “strongly disagree”, 10 (14.493%) chose “disagree”, 33(47.826%) chose agree, and 26(37.681%) chose strongly agree for questionnaire statement item number 2. From the result, it indicates that the majority of students agreed that humor contributed to creating a positive atmosphere in the classroom, which enhanced their overall learning experiences. The average scale interval for this item was 3.232 which can be concluded that in this item the majority of students gave positive perception. This means that the students felt close to their English teachers because those teachers liked joking.

4.1.2.2 Negative perceptions

While the negative perceptions consisted of three points. They were *inappropriateness concerns*, *lack of interest*, and *sensitivity issues*. for the total

responses of the 69 students based on four categories, *strongly agree*, *agree*, *disagree*, and *strongly disagree*.

4.1.2.2.1 Inappropriateness concerns

The perceptions gathered from students that indicated this point were students' response in answering some statements in item of questionnaire number 11 (see appendix 3).

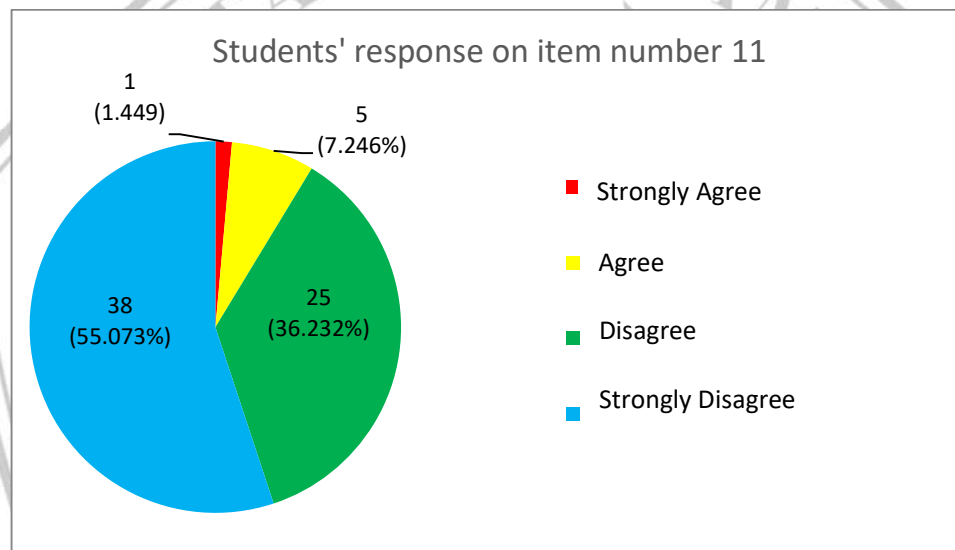


Figure 11 : Negative Perceptions- Inappropriateness Concerns (Questionnaire Item 11)

Based on the chart in Figure 11, out of 69 students, 1 student (1.449%) chose “strongly agree”, 5 (7.246%) chose “agree”, 25 (36.232%) chose “disagree”, and 38(55.073%) chose “strongly disagree” for questionnaire statement item number 11. From the result, it indicates that the majority of students disagreed that the jokes delivered by their teachers were inappropriate or not aligned with the subject matter which could lead to negative perceptions. The average scale interval for this item was 3.449 which can be concluded that in this item the majority of students gave

very positive perception. This means that the students thought that their teachers' jokes were appropriate to deliver in class.

4.1.2.2.2 Sensitivity issues

The perceptions gathered from students that indicated this point were students' response in answering some statements in item of questionnaire number 4 and 7 (see appendix 3).

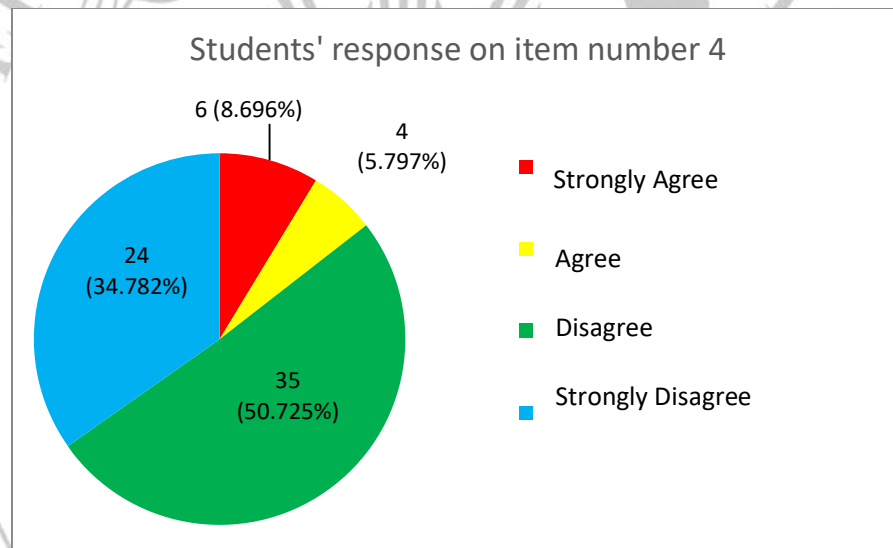


Figure 12: Negative Perceptions- Sensitivity Issues (Questionnaire Item 4)

Based on the chart in Figure 12, out of 69 students, 6 of them (8.696%) chose "strongly agree", 4 (5.797%) chose "agree", 35 (50.725%) chose "disagree", and 24 (34.782%) chose "strongly disagree" for questionnaire statement item number 4. From the result, it indicates that the majority of students agreed that their teachers were wise and considering their varied age and backgrounds in delivering the jokes. The average scale interval for this item was 3.116 which can be concluded that in

this item the majority of students gave positive perception. This means that the students were not offended by the humor delivered by their teachers in class.

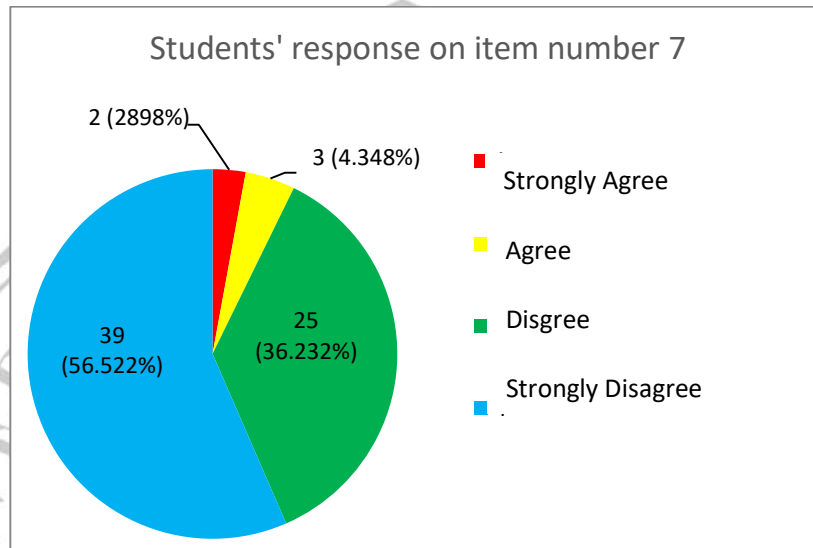


Figure 13: Negative Perceptions- Lack of Interest in Humor (Questionnaire Item 7)

Based on the chart in Figure 13, out of 69 students, 2 of them (2.898%) chose “strongly agree”, 3 (4.348%) chose “agree”, 25(36.232%) chose “disagree”, and 39(56.522%) chose “strongly disagree”. for questionnaire statement item number 7. From the result, it indicates that the majority of students strongly agreed that their teachers’ jokes were relevant to the subject matter. The average scale interval for this item was 3.464 which can be concluded that in this item the majority of students gave very positive perception. This means that the students did not lose interest with the jokes which were delivered by their teachers. The students also felt comfortable with the jokes.

4.2 DISCUSSIONS

This section discusses the findings with the related theories or previous studies. Both of the two findings about (1) the kinds of humor the teachers utilize

in teaching English and (2) the students' perceptions toward the kinds of humor employed by the teachers in teaching English.

4.2.1 The Kinds of Humor the Teachers Utilize in Teaching English.

Most of the jokes were delivered by using Javanese and Indonesia. Teacher 1 from MTsN 5 Jombang said that it was too early for them to catch the funny things when every joke was delivered in English. So, the subject tried to combine Javanese and English at the same time. The subject also tried to approach his students by getting into the world his students in. He knew well that most of his students' age were playing a game named "mobile legends" so he delivered some humor about it.

While it was different with Teacher 2 from MTs Al-Azhar, he seemed trying to facilitate the creativity of his students. Every kind of thought related to the material were allowed at that time. The freedom of creativity facilitated by the subject seemed to destroy the students' burden or clumsiness and the subject played the harmony very well from it.

Both teachers can be categorized as humorist because they could utilize different kinds of humor in their teaching. They could also understand their students' senses of humor. It has been proven also in the study how they could produce laughter among students during their TL activity. The humor delivered by both teachers also affected by cultural factor especially Javanese culture.

Teachers in this current study also used *verbal/word-based humor* similar to the data that have been reported by Weisi and Mohammadi (2023). They had reported the joke in a form of wordplay which could be categorized as homograph (similar in writing and spelling, but different in meaning). The use of verbal humor found in this currents study, such as wordplay and homophone tricks between English and Javanese, was also in line with the findings of Cook (2021) who highlighted how linguistic comedy may improve comprehension and engagement. The intercultural homophone tricks between Javanese and English that have been

done by Teacher 1 and 2 also support the theory of Tunstall (2023) who stated that English Teaching can facilitate cultural exchange and understanding. In this study, intercultural homophone tricks were found in research results, especially for Javanese culture and language.

From the data analysis about *slapstick/physical humor*, both teachers used slapstick/ physical humor which in line with the definition stated by Kench (2021). what differs this study and the previous theory is that one of the teacher in this study combined spoken language in performing slapstick but he could make students to concentrate only on what he was doing.

Both of the teachers also conducted *related humor, self-disparaging humor, unrelated humor, unplanned humor* which are related to the previous theory of Wanzer and Frymier (1999), and Tunnisa et al, (2019). The differences between this study and the previous study had been explained in the background of the study in chapter 1. The study conducted by Tunnisa et al, (2019) had taken place in Makassar, while this current study took place in Jombang East Java. Those are two different island which have different languages and culture.

For the *riddle* type was just used by Teacher 1. It is in line with Bregenhøj (2018) who said that riddling is an exchange of words that sometimes misled people from the right answer to the unexpected ones.

This study also found a new kind of humor named spontaneous humor. Moore (2003) said that the audience will laugh and be surprised if you tell a wonderful joke in a scene. However, since you are the one telling the joke, you are aware of the punchline and won't be taken aback. However, if you say something impulsive in the heat of the moment and everyone bursts out laughing, you are now enjoying the surprise with them. From the result in this study, both teachers adapted on the unplanned incidents by giving comments and making punchline in the end so that their students could laugh because of those unexpected incidents.

Teacher 1 also made an adaptation of unexpected event such as oily and sweaty hair of his student by giving a spontaneous comment. While teacher 2 did some improvisation in facing unexpected events such as the falling whiteboard and the students from other class who wanted to ask for eucalyptus oil. Both teachers seemed to complete only 4 (spontaneity, creative, acceptance, attentive listening) out of 6 (spontaneity, creative, acceptance, attentive listening, trust, and social) requirements in doing “improv” comedy as stated as *The Principle of Improv Comedy* by Wijaya and Poedjiastutie (2019) because they were not demanded to perform together with their students as a team. Teacher 2 also answered that he used to watch *Ludruk* (see app 5; 21), a cultural group performance from east java which is similar to Improv, when he was child and he is used to making joke inspired by it.

The differences between this study and the previous are that the results of this study were gained from Javanese so that there were some humors or jokes that inter-culturally related to Javanese language and culture. There were also some overlapping terms such as unplanned, unrelated and spontaneous humor. Those three kinds of humor can actually be combined as unprepared humor considering their similarity about the absence of preparation, flexibility and spontaneity in delivering humor.

4.2.2 The Students’ Perceptions Toward Humor Employed By Teachers in Teaching English in EFL Classes

The results show that humor promoted a relaxing environment, improved material retention, enhanced engagement, and generated a positive classroom atmosphere which is in line with Rokhmah, et.al (2020). These findings also align with previous studies. For example, Sahin (2021) and Al-Noori (2019) showed that humor improves memory retention and lowers student anxiety. Additionally, the results of Rianita et al. (2023) are supported by humor's capacity to engage students and foster a participatory environment.

This study also highlighted the important impact that humor plays in lowering stress, especially during tests or difficult lessons. This supports the findings of Meral et al. (2023), who highlighted how humor fosters creativity and breaks monotony to create a favorable learning environment.

The total percentage of positive perceptions from the students was 79.571% but there was still 20.429% who had negative perceptions toward humor. This study is in line with Rianita, et al (2023) for the indicator of negative perceptions such as inappropriateness concerns, lack of interest, and sensitivity issues. The reason why students had the negative perceptions were probably caused by the subjectivity of the humor. Firstly, some people will say something is appropriate, but on another side see it as inappropriate. For the ones who see humor as inappropriate cannot be interested in the humor delivered. Secondly is about lack of interest. The students in both schools probably had different senses of humor. It could also be affected by the generation gap between students and teacher. The similarity between the students and the teacher in this study was that they are Javanese so that both sides can understand the humor delivered affected by cultural factors especially for the context of Javanese language and culture. The third is about sensitivity issues. Both teachers in this study also admitted that they had been careful in choosing their materials for joking. They even realized that their humor might hurt students' feeling.

Besides those negative perceptions, it can not be denied that the majority of students have positive perceptions toward the humor utilized by teachers. It also proves that the teachers effort such as in getting into students' world, understanding their feelings and moods, and being careful in choosing joke material can be considered as success.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents conclusion about Indonesian Teachers' Sense of Humor in Teaching EFL Classes: Students' Perceptions in Jombang East Java. This study explores what kinds of humor which are utilized by the teachers teaching English, and the students' perceptions toward the kinds of humor employed by the teachers in teaching English.

5.1 Conclusion

Based on the findings and discussions, this study infers that teachers in MTsN 5 Jombang and MTs Al-Azhar have utilized verbal/word-based humor, slapstick/physical humor, related humor, self-disparaging humor, unrelated humor, unplanned humor, riddle, and spontaneous humor in teaching English in their EFL classes. It can be concluded also that those teacher are accustomed to using humor and succeeding in creating positive classroom climate.

From the discussion it can also be inferred that students' perceptions toward those humors utilized by teachers are considered as favorable in a total average mean score as 41.377, and 3.183 for the overall mean score. The result shows that The students agree that teachers' humors have created relaxing environment, retention improvement, enhanced engagement, and positive atmosphere.

5.2 Recommendation

Based on the conclusions, the following recommendations are included to improve the utilization of humor in EFL classes. For the EFL teachers, it is suggested to explore different types of humor in Teaching English in EFL classes effectively, to combine humor In English with local languages, as intercultural humor that may foster better engagement and comprehension.

Students can participate in creating humor to foster creativity and deeper language comprehension, and improve the quality of acceptance and understanding the different cultural, linguistic and social context, and emphasizing the balance between amusement and potential distractions.

Future researchers can examine cultural sensitivity in humor, knowing that humor might be misinterpreted as offensive or irrelevant, future research could examine how cultural nuances and sensitivities impact how humor is received in English as a Foreign Language (EFL) schools. Future researchers can also investigate the different kinds of humor utilized by teachers, especially including the newest styles that are suitable and more appropriate for the variety of students and the dynamics of the modern classroom. Future researchers can also examine humor in different culture other than Javanese culture that can be used in teaching EFL classes. Future researchers can also examine how digital resources such as videos and memes affect the effectiveness of humor in language teaching.



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APPENDICES

Appendix 1: Interview guide

- 1) Bagaimana motivasi belajar Bahasa Inggris pada murid-murid anda? RQ 2
- 2) Apakah Anda pernah merasakan jenuh dalam mengajar Bahasa Inggris? Kalau iya mengapa, dan bagaimana cara Anda mengatasinya? RQ1
- 3) Apakah Anda pernah mengalami momen saat murid-murid Anda bosan belajar Bahasa Inggris? Kapan. Mengapa, dan bagaimana cara Anda menyasatinya? RQ 1
- 4) Apakah Anda sering / suka mengajak murid-murid bercanda demi menghilangkan rasa jenuh dan bosan? RQ 1
- 5) Apakah Anda merasa mudah mendekati dan mengajak interaksi murid Anda dengan humor atau candaan? RQ 1
- 6) Apakah Anda pernah mengalami momen yang menyenangkan saat KBM Bahasa Inggris? RQ 1
- 7) Apakah Anda pernah merencanakan sebuah guyonan atau cerita lucu yang di kemudian hari akan Anda sampaikan saat mengajar bahasa Inggris? Bisa jelaskan contoh guyonannya? RQ1
- 8) Apakah Anda pernah menjadikan Anda sendiri atau cerita yang pernah Anda alami sendiri sebagai bahan guyonan saat KBM berlangsung? (**self-disparaging** humor) RQ1
- 9) Apakah anda juga berhati-hati dalam memilih kata atau ungkapan yang pas dan pantas untuk siswa-siswi Anda saat menyiapkan cerita lucu tersebut? (**Inappropriate** Humor) RQ 2
- 10) Apakah anda pernah menjelaskan materi atau memberi contoh yang berkaitan dengan materi pembelajaran bahasa Inggris dengan humor/ lawakan? Materi apa dan seperti apa lalucannya? (**Related** Humor) RQ1
- 11) Apakah Anda pernah menggunakan meme (gambarlucu) dari internet saat memberi contoh suatu materi pada murid anda? Jika pernah, materi apa dan meme yang seperti apa? RQ1
- 12) Apakah anda pernah menggunakan video lucu untuk strategi pembelajaran anda? Video lucu yang seperti apa? Apakah videonya berbahasa Inggris, Indonesia, Jawa atau berbentuk slapstick seperti Mr. Bean atau Charlie Chaplin? RQ1
- 13) Apakah pernah ada salah satu atau beberapa murid yang merasa tersinggung mendengar guyonan Anda saat KBM berlangsung? RQ2
- 14) Apakah Anda pernah melakukan suatu hal konyol demi menarik perhatian dan membuat murid-murid Anda tertawa? (**Physical** humor) RQ1
- 15) Apakah Anda pernah merasa kalau Anda lebih menjadi diri Anda sendiri saat Anda bercanda dan mengajar menggunakan lawakan pada waktu KBM berlangsung? RQ1
- 16) Apakah Anda pernah memainkan / membuat sebuah lelucon dari kosakata bahasa Inggris dengan tujuan untuk mengajar/ menyampaikan materi di kelas anda? (**Verbal/word based** humor) RQ1
- 17) Apakah Anda pernah membuat lawakan meski tidak ada hubungannya dengan materi saat KBM berlangsung? (**Unrelated** humor) RQ1
- 18) Apakah Anda pernah mengalami momen saat Anda menjelaskan sebuah materi secara serius, namun salah satu atau beberapa murid Anda tertawa atas apa yang Anda jelaskan? Kira-kira mengapa mereka tertawa? Apakah tawa mereka ada hubungannya dengan materi yang Anda ajarkan?. (**Unplanned** humor) RQ2
- 19) Atau sebaliknya, pernahkah Anda menangkap suatu hal yang lucu dari murid-murid Anda saat mereka belajar bahasa Inggris ? (Unplanned humor) RQ2
- 20) Pernahkah Anda membuat humor/ candaan dengan cara memberi murid-murid Anda teka-teki mengenai / dalam bahasa Inggris? Bagaimanakah respon murid-murid anda? RQ1

Appendix 2: Observation Checklist

Table 2.1 Observation Checklist

No	Teaching and learning activities	Yes	No	Notes
1.	1. Healthy / humorous class atmosphere			
2.	2. Types of humor used by the teacher <ul style="list-style-type: none"> a. Verbal humor b. Physical humor c. Related humor d. Self-disparaging humor e. Unrelated humor f. Unplanned humor. g. Riddles. 			
3.	The teacher delivers inappropriate humor.			
4	The teacher delivers humor in English.			
5	The teacher delivers humor in Indonesian.			
6	The teacher delivers humor in Javanese.			
7	Students' reactions and engagement in response to humor.			
8	Students response/give feedback/reply the humor delivered by teacher.			
9	The teacher delivers Appropriate humor in the cultural and educational context.			
10	The teacher facilitates Students' freedom of expression			
11	The teacher facilitates students to be creative			
12	The teacher uses media to deliver humor.			
13			

Table 2.2 Observation Checklist of teacher 1

No	Teaching and learning activities	Yes	No	Notes
1.	Healthy / humorous class atmosphere	√		The students laughed when the teacher bantered one of their friends
2.	Types of humor used by the teacher	√		Shallot became <i>Silit</i>
	a. Verbal humor			
	b. Physical humor	√		Teacher 1 held his student's head and moved it around.
	c. Related humor	√		He tried to trigger the creativity by making some unusual examples when he taught about procedure text. Such as - How to make my friends uglier - How to punch a friend on the face
	d. Self-disparaging humor	√		He told also that he was short when he was at his students' age.
	e. Unrelated humor	√		-He made an approach by praising himself as an high ranker in a game his students played such as "Mobile Legends". - He acted like a killer teacher that can not be serious
	f. Unplanned humor.	√		- He used an intermezzo such as " have you done chores at home?". - one of the students said "nyeplok endog", and it caused the whole class to laugh.
	g. Riddles.	√		- he used riddle to prank a little girl in his class
3.	The teacher delivers inappropriate humor.	√		- He admitted that he was a bad mouth and sometimes those words were slipped out of his mouth. - too many roasting could potentially offend.
4	The teacher delivers humor in English.		√	He understood that his students were not ready enough to get "full English". but he tried to make a joke out of English as language or English as lesson.

5	The teacher delivers humor in Indonesian.	√		When he delivered a riddle to prank and banter.
6	The teacher delivers humor in Javanese.	√		When he categorized "IDU" saliva as seasoning to make fried rice.
7	Students' reactions and engagement in response to humor.	√		They bit the bait and gave some comments to banter their friends in front of Teacher 1.
8	Students response/give feedback/reply the humor delivered by teacher.	√		By saying "wuiihhh". and laughed when teacher banter their friends
9	The teacher delivers Appropriate humor in the cultural and educational context.	√		At least he did not use a dark joke, like he usually does daily, that time
10	The teacher facilitates Students' freedom of expression	√		- he ensured his students that it was okay to make a mind-blowing ideas of making something.
11	The teacher facilitates students to be creative	√		- He triggered to break the monotony
12	The teacher uses media to deliver humor.	√		As a form of video to do an assignment
13	The teacher responding a shocking or an unexpected event (spontaneous humor)	√		It was when he responded the oily sweaty head of his student and said "najis mugholadhoh". The saying was responded as funny by the students.
14	The teacher tried to get into students' world	√		He tried to get into their world by declaring that he was a gamer that had been playing a similar game to students

Table 2.3 Observation Checklist of teacher 2

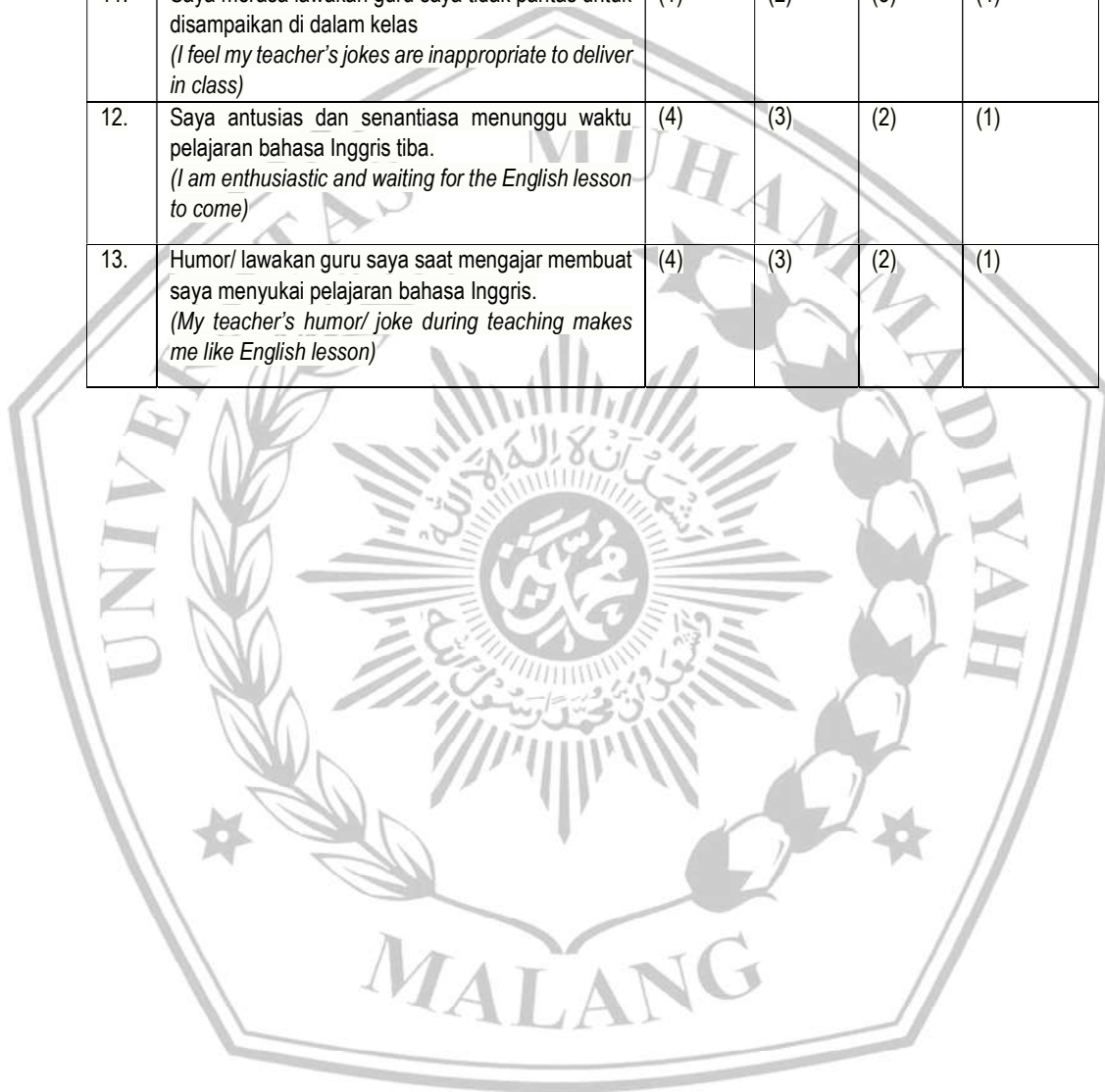
No	Teaching and learning activities	Yes	No	Notes
1.	1. Healthy / humorous class atmosphere	√		He did prank by instructing his student to ask the researcher during video taking in English.
2.	2. Types of humor used by the teacher			Teacher 2 explained what were KEPO and YOLO stand for.
	a. Verbal humor	√		
	b. Physical humor	√		He impersonated a monkey and a Ludruk artist.
	c. Related humor	√		How to burn the dormitory, how to make a the dead people come to life, and so on. Those examples related to the material about " procedure text.

	d. Self-disparaging humor			- when he told that he was nagging a foreigner on a beach in Blitar. - he also said " same with me" when he knew that one of his students was rejected by the girl he loved.
	e. Unrelated humor			by doing game of instruction in a form of competition with a punishment.
	f. Unplanned humor.			The students laughed when he was wrong in using his <i>peci</i>
	g. Riddles.		√	
3.	The teacher delivers inappropriate humor.	√		- By following up the idea of student which said how to make a human meatball.
4	The teacher delivers humor in English.		√	He did not deliver it in English , but he translated the students mind-blowing and funny ideas into English.
5	The teacher delivers humor in Indonesian.	√		Following up students' ideas then translating them.
6	The teacher delivers humor in Javanese.	√		Jangan latheng, jus kecbung.
7	Students' reactions and engagement in response to humor.	√		The class was chaotic but in a positive way. They were racing to tell their ideas to Teacher 2
8	Students response/give feedback/reply the humor delivered by teacher.	√		By giving unusual idea in making procedure text.
9	The teacher delivers Appropriate humor in the cultural and educational context.	√		Teacher 2 did not tell his students the dark side of YOLO.
10	The teacher facilitates Students' freedom of expression	√		By following up students ideas and translating it.
11	The teacher facilitates students to be creative	√		By following up students ideas and translating it.
12	The teacher uses media to deliver humor.		√	
13	The teacher responding a shocking or an unexpected event (spontaneous humor)	√		It was when the whiteboard fell and when two students from another class interrupted to ask for some eucalyptus oil. Teacher 2 gave spontaneous comments out of those unexpected events

Appendix 3: Questionnaire

No	Items	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
1	Saya merasa dapat mengingat dan mengerti penjelasan guru karena guru saya menyampaikannya dengan lawakan. <i>(I feel I can remember and understand the explanation of the teacher because he/she always delivers it by using humor)</i>	(4)	(3)	(2)	(1)
2.	Saya merasa dekat dengan guru bahasa Inggris saya karena beliau suka bercanda. <i>(I feel close to my English teacher because he/she likes joking)</i>	(4)	(3)	(2)	(1)
3.	Saya merasa waktu terasa begitu cepat saat pelajaran bahasa Inggris. <i>(I feel the time tickles so fast during English lesson)</i>	(4)	(3)	(2)	(1)
4.	Saya tersinggung dengan lawakan yang disampaikan oleh guru saya di dalam kelas. <i>(I am offended by the humor delivered by my teacher in class)</i>	(1)	(2)	(3)	(4)
5.	Saya merasa santai dan tidak tegang saat pelajaran bahasa Inggris. <i>(I feel relaxed and no tense during English lesson)</i>	(4)	(3)	(2)	(1)
6.	Saya merasa terinspirasi / tertarik membuat lawakan dengan bahasa Inggris. <i>(I am inspired and interested in making joke in English language)</i>	(4)	(3)	(2)	(1)
7.	Saya merasa tidak nyaman dengan guyonan yang disampaikan oleh guru saya <i>(I feel uncomfortable with the jokes which are delivered by my teacher)</i>	(1)	(2)	(3)	(4)
8.	Saya merasa terinspirasi/ tertarik membuat lawakan tentang bahasa Inggris/ pelajaran bahasa Inggris. <i>(I am inspired and interested in making joke about English as a language and as a lesson)</i>	(4)	(3)	(2)	(1)
9.	Saya mengerti lawakan yang disampaikan guru saya meski beliau melawak dengan menggunakan bahasa Inggris.	(4)	(3)	(2)	(1)

	<i>(I understand my teacher's joke even though he delivers the jokes in English)</i>				
10.	Humor / lawakan guru saya membuat kelas terasa menyenangkan. <i>(My teacher's humor / jokes makes the class exciting)</i>	(4)	(3)	(2)	(1)
11.	Saya merasa lawakan guru saya tidak pantas untuk disampaikan di dalam kelas <i>(I feel my teacher's jokes are inappropriate to deliver in class)</i>	(1)	(2)	(3)	(4)
12.	Saya antusias dan senantiasa menunggu waktu pelajaran bahasa Inggris tiba. <i>(I am enthusiastic and waiting for the English lesson to come)</i>	(4)	(3)	(2)	(1)
13.	Humor/ lawakan guru saya saat mengajar membuat saya menyukai pelajaran bahasa Inggris. <i>(My teacher's humor/ joke during teaching makes me like English lesson)</i>	(4)	(3)	(2)	(1)



Appendix 4: Interview guide from Teacher 1

Researcher

1. Bagaimana motivasi belajar Bahasa Inggris pada murid-murid anda?

Teacher 1

Motivasi belajar mereka cukup beragam, karena tiap anak memiliki keinginan yang beragam, (tinggi dan rendah) dalam belajar bahasa Inggris. Namun, apabila di rata rata... Maka, kemungkinan cukup kecil

Researcher

2. Apakah Anda pernah merasakan jenuh dalam mengajar Bahasa Inggris? Kalau iya mengapa, dan bagaimana cara Anda mengatasinya?

Teacher 1

Tentu, biasanya dilatarbelakangi oleh para murid yang merasa bosan dengan penjelasan pengajar yang dirasa "itu - itu" saja, dan kemungkinan cara yang efektif ialah menyesuaikan metode belajar dengan keadaan & kemampuan para murid

Researcher

apakah anda pernah melakukan pendekatan dengan cara mencoba memahami kehidupan atau kesenangan mereka? seperti melihat film kesukaan mereka atau memainkan game kesukaan mereka, para murid?

Teacher 1

Pernah, di sela sela waktu mereka sedang menulis atau saya yang sudah selesai mengerjakan sesuatu, saya sempatkan untuk berbincang ringan tentang kehidupan mereka sehari hari, mulai dari tempat mereka lahir, tinggal, apa yang suka mereka lakukan untuk bersenang senang, sampai terkadang siapa karakter favorit mereka

Researcher

karakter apa?

Teacher 1

Karakter favorit dalam game atau film favorit mereka

Researcher

3. Apakah Anda pernah mengalami momen saat murid-murid Anda bosan belajar Bahasa Inggris? Kapan. Mengapa, dan bagaimana cara Anda menyiasatinya?

Teacher 1

Pernah, Kebosanan yang muncul seringkali terjadi lantaran pelajaran bahasa Inggris diberikan saat jam 10 keatas, jadi suasana yang dirasa makin panas & tenaga dan fokus anak anak yang mulai berkurang menjadi faktor utama kebosanan mereka untuk belajar lagi, dalam kasus ini, Bahasa Inggris

Researcher

4. Apakah Anda sering / suka mengajak murid-murid bercanda demi menghilangkan rasa jenuh dan bosan? RQ 1

Teacher 1

Tentunya, dengan bercanda...Saya bisa lebih merasa dekat dan nyaman dengan murid murid yang menanggapi candaan saya

Researcher

5. Apakah Anda merasa mudah mendekati dan mengajak interaksi murid Anda dengan humor atau candaan

Teacher 1

Tentunya gampang gampang susah, pada awalnya, karena saya harus melemparkan candaan yang tepat dan bisa mereka terima, namun lambat laun setelah saya tau preferensi candaan mereka, saya jadi semakin mudah untuk berinteraksi dan semakin dekat dengan para murid

Researcher

5.1 Bagaimana preferensi candaan murid2 anda di mtsn 5 jombang?

Teacher 1

Mereka terkesan lebih menerima candaan yang sederhana seperti homofon antara bahasa Inggris dan bahasa Jawa yang memiliki arti yang jauh, bahkan sangat berlainan, contoh : Shallot : Bawang Merah (Inggris - Indonesia), & Silit : Pantat (Jawa - Indonesia) (extract 1. 1. verbal humor)

Researcher

6. Apakah Anda pernah mengalami momen yang menyenangkan saat KBM Bahasa Inggris?

Teacher 1

Tentu

Researcher

momen menyenangkan seperti apa yang anda alami pada waktu itu?

Teacher 1

Momen yang saya rasakan pribadi adalah saat saya berhasil membuat mereka mengetahui & memahami tentang apa (pelajaran/ sesuatu) yang sebelumnya belum mereka pahami Namun, untuk momen membahagiakan bagi semua penghuni kelas (termasuk murid) ialah saat saya dan para murid berbagi tawa karena candaan ataupun hal lucu yang terjadi.

Researcher

7. Apakah Anda pernah merencanakan sebuah guyonan atau cerita lucu yang di kemudian hari akan Anda sampaikan saat mengajar bahasa Inggris? Bisa jelaskan contoh guyonannya?

Teacher 1

Pernah, pada suatu kegiatan belajar mengajar, saya sudah menyiapkan sebuah pantun untuk saya sampaikan di awal kegiatan, contoh pantunnya kurang lebih berbunyi seperti ini "Ikan louhan pergi belanja lho, Farhan... kok masih jelek aja!"
tu contoh candaan yang saya lontarkan kepada kelas yang menggunakan salah satu murid yang lumayan aktif dan berkemungkinan besar bisa mudah mengundang tawa (extract 3. 1. verbal humor)

Researcher

8. Apakah Anda pernah menjadikan Anda sendiri atau cerita yang pernah Anda alami sendiri sebagai bahan guyonan saat KBM berlangsung?

Teacher 1

Sepertinya iya, karena acap kali, saya menceritakan salah satu pengalaman yang menurut saya lucu dan saya bagikan kepada para murid

Researcher

8.1 Bagaimanakah ceritanya kalau saya boleh tau?

Teacher 1

Borobudur. Saat itu saya sedang mencari turis untuk diajak bicara. Nah, selagi saya menunggu dan menjaga murid-murid saya yang sedang melaksanakan ujian di sana. Nah, saya bertemu dengan seorang turis. Sebenarnya beberapa sih, beberapa orang turis. Dan saya meminta mereka untuk

mengatakan kata-kata kotor dalam bahasa Jawa yang pasti mereka tidak ketahui, yang ditunjukkan untuk teman saya. (extract 2. 4. self-disparaging humor)

Researcher

8.2. apakah anda sengaja menggunakan persona violent / guru kejam untuk membuat murid2 anda tertawa?

Teacher 1

Iya, tapi sebelumnya saya sudah mencari tau tingkat toleransi anak-anak tentang apa kejam itu, dan seberapa kejam...Dan saya menyesuaikan

Researcher

9. Apakah anda juga berhati-hati dalam memilih kata atau ungkapan yang pas dan pantas untuk siswa-siswi Anda saat menyiapkan cerita lucu tersebut?

Teacher 1

Tentu, tapi terkadang keluar kata-kata yang kurang pantas untuk diucapkan (secara tidak sengaja)

Researcher

9.1 tapi bagaimana respon murid2 anda saat mendengar kata2 yang kurang pantas tersebut meski tidak disengaja?

Teacher 1

Ada beragam reaksi, bagi anak yang memiliki toleransi yang tinggi terhadap candaan yang terkesan berat, namun bagi yang tidak mengharapkan, kadang hanya bingung bagaimana cara merespon

Researcher

10. Apakah Anda pernah menjelaskan materi atau memberi contoh yang berkaitan dengan materi pembelajaran bahasa Inggris dengan Humor atau lawakan?

Teacher 1

mungkin secara langsung pernah ya, tapi agak susah diingat karena terlalu banyak keinginan langsung yang kadang tidak direncanakan khususnya yang berkaitan dengan materi kadang mungkin juga ada yang sudah direncanakan tapi untuk yang tidak direncanakan dan masih berkaitan dengan materi mungkin dengan prosedur teks bagaimana cara bla bla bla tapi sesuatunya terluca atau patah contohnya bagaimana cara bermacam-macam seperti saya pernah mengucapkan kata itu kalau tidak salah entah sengaja atau tidak pastinya sengaja sih karena untuk wujud, tapi ya karena saya juga ingin mengukur tingkat toleransi bercandanya mereka akhirnya saya menggunakan itu jadi bagaimana cara membedakan orang jelek dengan saya menunjuk salah satu dari mereka yang mungkin berkulit sedikit gelap dan berhidung lebih besar daripada teman-temannya atau memiliki ya memiliki fisiknya yang sedikit unik atau berbeda dari kebanyakan teman-teman bukan dari kebanyakan manusia mungkin, terus bagaimana cara memukul teman sekelas tanpa ketahuan. Oiya waktu itu pas saya melihat anak perempuan, langsung terlintas pikiran saya untuk membuat contoh judul prosedur seperti bagaimana membuat popok bayi. Karena mereka juga akan jadi ibu di kemudian hari kan. (extract 1. 3 Related humor)

Researcher

11. Apakah Anda pernah menggunakan meme (gambarlucu) dari internet saat memberi contoh suatu materi pada murid anda? Jika pernah, materi apa dan meme yang seperti apa? RQ1

Teacher 1

Kalau meme-nya bukan gambar kayak gini, meme-nya bukan gambar kayak meme-meme video kan suara kan lebih sering didengarkan sama...sama aku, jadi biasanya aku pakai suara jadi misalnya

astagirullahaladzim kan itu kan kata dia itu, oh my god. ya itu mereka tau. iya, walaupun yang relate itu dan yang setara bisa ngomongnya itu hanya dari anak 25 itu hanya 2 atau 3 tapi Sehingga aku paham kalau, oh hal ini kau paham. Karena dia merespon gitu.

Researcher

12. Pernah nggak menggunakan video lucu untuk materi pembelajaran?

Teacher 1

Nah kalau multimedia jujur belum pernah sama sekali selama 5-6 tahun mengajar ini belum pernah menggunakan video. Tapi kalau videonya memang untuk diujikan, jadi kalau video Spongebob itu, 11 menit satu episode, itu pernah. Tapi videonya itu bukan strategi pembelajaran, tapi itu memang tugasnya. Mereka tak suruh tes listening. Video Spongebob itu 11 menit, tapi subtitlenya bahasa Indonesia. Jadi mereka harus tahu, ini ngomong apa, terus kok artinya begini, dan lain sebagainya. Aku mereka suruh mencari konteksnya ini, kenapa kok ngomongnya kayak gini, dan lain sebagainya. Tapi funny-nya, lucunya itu ada di...Spongebob itu sendiri, bukan dari aku. Jadi mereka, fokus ke situ.(extract 3. 2. physical humor)

Researcher

Nah, waktu itu video Spongebob-nya yang kayak gimana? Kok bisa sampean sendiri bilang Lucunya di video Spongebob itu sendiri?.

Teacher 1

Obviously, pastinya video sebuah-sebuah video kan video kartun, kartun anak-anak. Pasti ada satu dua jokes yang terselip, entah itu jokes bodoh ataupun macem-macem. Salah satu contohnya ya karakter yang paling bikin lucu dan aneh kan patahnya selalu di Patrick dan Patrick karakter bintang laut bodoh yang emang aslinya Bintang Laut enggak punya otak, terus dihidupkan karakter Patrick itu enggak punya otak kayaknya melakukan hal-hal yang sedikit banyak absurd misalnya main skateboard tapi terbalik. Jadi skateboard itu rodanya di atas teman di diseret sampai aspale rusak.(extract 3. 2. physical humor) Judulnya apa aku lupa, kayaknya pas itu plankton pengen bikin semua orang di Bikini Bottom bodoh, tapi accidentally dia juga bikin dia sendiri jadi bodoh. Yang gak bodoh cuma dua orang, Sandy sama istrinya, Karen tadi, mereka bikin sekolah dan lain sebagainya, terus akhirnya muncullah itu. Pas semua orang jadi bodoh, itu semua orang pergi ke sekolah. Tapi Patrick tidak. Patrick tidak pergi ke sekolah. Dia berada di sekolah, tapi dia bukan belajar di situ. Dia jadi janitor, dia jadi tukang bersih-bersih. Nah, itu kan, itu aja kan udah, itu kan aja udah menggambarkan bahwa lo, dia entah nggak butuh sekolah atau nggak mau sekolah, tapi dia mah bekerja di sekolah itu, dan dia tetap melakukan hal absurd juga. Dan di antara itu, kok, di antara orang-orang yang...Dalam pandang kutip bodoh itu, atau dibikin bodoh mereka belajar, kok dia gak ikut? Kenapa? Itu kayak...In my opinion itu kayak memberikan kesan bahwa dia itu sudah bodohnya udah natural, so...Dia gak butuh untuk jadi bintang, dia gak butuh belajar. Karakternya emang kayak gitu

Researcher

Karakter building-nya jadi natural born stupid

Teacher 1

Yesss, yes, Ada yang natural born leader, tapi kalau itu natural born stupid, karena gak punya otak memang Starfish...

Researcher

Kalau gak gitu gak lucu ya sponge bob pak hahaha

Teacher 1

Exactly, yes, yes, yes, exactly. Jadi ada beberapa karakter yang utama kalau gak sponsor sama Squidward tok katakan nih Squidward pasti ada karakter ketiga kalau ada dua itu Patrick always...Always hits the nerve.

Researcher

13. Sama yang ke-13. Next question Apakah pernah ada salah satu atau beberapa murid yang merasa tersinggung mendengar guyonan anda saat KBM?

Teacher 1

Oh pasti dong Oh pasti dong, pasti dong, karena si Jujur mulut saya memang agak kotor, dirty mouth, I'm a dirty mouth tapi...Kalau untuk bercanda (extract 2 . 5. unrelated humor), memang tiap orang punya preferensi bercanda masing-masing. Kalau aku, tergantung muridnya sih. Aku selalu menyesuaikan. Kalau ada murid yang merasa tersinggung, pasti itu awal. Karena aku mau ngetes ini kalau tak kasih jokes yang mild. Mild ini, apakah mereka akan merespon. Kalau tak kasih yang agak lebih hard ini, apakah masih responsif. Terus, tak kasih yang dark mungkin, apakah masih responsif? Contohnya, kayak pas saya gini. Adik saya kan udah meninggal ya. Adik saya sudah mendengar dan saya sudah ikhlas juga, saya baik-baik saja, saya berdamai dengan itu. Awalnya pasti sedih dong, pasti sedih. Bahkan saat itu saya mikir, kok yang mati enggak, aku aja. Obviously pasti, saya pikir saking sedihnya sampai gitu. Tapi di pondok pesantren, pondok pesantren putri, yang mana mungkin putri ya, perempuan mungkin hatinya lembut dan lain sebagainya. Terus saya bilang, eh ini kok kalian masih SMA ya? Pak, pasti adik saya juga seumuran kalian nih kayaknya. Terus ada yang nanya, memang adiknya mister? Di balikpapan tuh, kok jauh? Dibalik papan tapi dekat. Dari Bapak kan jauh. No , di balik papan tapi di dalam tanah. (Extract 1. 4. self-disparaging humor) Sak dek sak pengawe. Kalau orang Jawa bilang, satu tinggi manusia plus tangan ke atas. Sak dek sak pengawe. Tapi mereka masih...Belum responsif, katanya pas saya jelaskan jokesnya, oh enggak adik saya udah meninggal. Mereka bilang, astagfirullahaladzim, inna lalahi, tapi melihat saya pas menjelaskan itu dengan tenang, mereka kayak mikir, ya mungkin ada yang sebagian mikir, kok ini orang heartless gitu ya, heartless, gak punya hati kalau orang ngomongin adeknya sendiri yang udah meninggal. Tapi di sisi lain itu bercandaan saya, enggak kok adik saya udah meninggalb kok, adik saya udah mati, dan sebagainya, itu bukti bahwa saya udah berdamai aja sih, jadi kalau ada jokes tentang hal-hal yang meninggal apapun itu, saya udah fine-fine aja. Tapi pastinya ada beberapa yang tersinggung, karena mungkin gak expect satu, karena baru awal sudah langsung tak kasih dark kayak gitu ya, nanti gak langsung tak kasih mild memang. Nah, jadi pastinya tersinggung saat itu, awal-awal misal. Ada satu atau beberapa, pastinya beberapa, gak hanya satu. Tidak hanya satu, karena toleransi joke setiap orang berbeda-beda.

Researcher

14. Oke, apakah Anda pernah melakukan suatu hal konyol demi menarik perhatian dan membuat murid-murid Anda tertawa?

Teacher 1

Kalau hal-hal konyol itu pastinya karena I don't really give no care about my dignity when I'm being a teacher, hal-hal konyol pastinya. Kalau di dalam kelas pastinya saya lihat untuk physical, physical biasanya lebih works ke murid-murid yang masih anak-anak. Physical lebih works. Walaupun saya juga pernah bikin jokes yang menggunakan fisik, tapi saya, I conducted it, saya melakukan jokes itu, saya sampaikan jokes itu, di mana isinya dari, isi dari ruangan itu semua menurut saya sudah seenggaknya berkuliah. Kalau untuk yang anak-anak jokesnya sudah pasti yang ringan-ringan aja, misalnya, apa, saatnya jadi. suatu kelas isinya anak-anak kecil semua rata-rata antara kelas 6 SD sampai SMP gitu jokes-nya ya mungkin potong seolah-olah membuat gestur memotong tangan ataupun leher dengan jempol tapi saya sampaikan dengan jokes dimana mereka tidak akan mungkin salah paham karena sebelumnya mungkin karena ada anak satu yang nakal dan susah dibilangin dan semua orang di ruang itu pasti setuju dengan saya terus tiba-tiba saya dekati dengan gestur seperti mau marah tapi seisi ruangan tahu pasti saya tidak akan mungkin marah-marah kemudian pas saya apa saya ambil bukan ambil ya saya dekap kepalanya terus saya dongakkan ke atas seolah-olah memberikan ruang bebas di lehernya itu kemudian saya qosokkan ke kanan seolah-olah memberikan gerakan sembelih namun efeknya adalah tertawaan itu. (Extract 1, 2. physical humor)

Researcher

15. Oke, apakah Anda pernah merasa kalau Anda lebih menjadi diri Anda sendiri saat Anda bercanda dalam mengajar saat Anda menggunakan lawakan pada waktu KBM terlangsung daripada saat Anda hanya mengajar gitu thok?

Teacher 1

Ya, karena sebenarnya kalau menurut saya jokes itu adalah pandangan individu terhadap banyak kejadian. Jadi jokes itu kan bisa dibilang , uhmm apa ya, bercandaan Sedangkan bercandaan tiap orang bisa berbeda Ada yang menganggap bercandaan ini over, terlewat batas, ada yang ini biasa saja Jadi kita seolah-olah seperti menunjukkan kepada semua orang bahwa ini loh kita yang sebenarnya itu seperti ini loh ya Dengan cara bercanda Oh, dia kok bercandanya banyak membahas tentang, mohon maaf, misalnya kematian Oh, berarti mungkin dia, apa, orangnya mungkin kalau diajak nomong tentang hal itu tidak Keberatan mungkin, hatinya sudah kuat, mungkin dia sudah melewati banyak hal untuk bisa sampai dalam tahap memercandai hal-hal yang berat itu Sedangkan saya cukup, karena saya sedikit banyak sudah melewati banyak hal, akhirnya di dalam karena sedikit banyak saya sudah melewati banyak hal akhirnya jokes yang saya sampaikan sehingga bisa bervariasi dari dari jokes yang simpel seperti slapstick slapstick ataupun Yang mungkin-mungkin yang cocok dinikmati, dikonsumsi sama Orang yang lebih tua kayak dark, ataupun lebih ke seksis, ataupun dirty jokes yang sangat disukai oleh para bapak-bapak, mungkin ya, mungkin itu, pastinya, pastinya.

Researcher

Kalau anak SMP?

15.1 Teacher 1

Kalau anak SMP, kelas 8-7 SMP itu ada di ambang batas sebenarnya, jadi kalau kalau...anak SD itu harus mild mungkin lebih banyak slapstick lebih banyak gerakan lucu karena referensi mereka mungkin masih belum banyak dan mereka masih dalam tanda kutip suci jadi mungkin cukup ,cukup jokes-jokes yang simple-simple aja eksekusinya, namun untuk SMA itu sudah cukup bisa menggunakan sedangkan di SMP ini agak lebih susah karena ada SMP masa peralihan dari anak-anak kecil ke remaja jadi saya agak kesulitan untuk menentukan jokes apa yang lebih cocok oleh karena itu saya perlu tanda kutip cek ombak ini cocoknya ini gimana jadi saya lontarkan beberapa jokes dengan level yang berbeda dan melihat respon, respon yang paling baik dan banyak dari mereka itu Nangkepnya yang mana Dan itu golongan yang mana Biasanya jokes yang mild-mild itu Biasanya. Banyak dipahami oleh Para siswi, siswa, sebagian siswa mungkin juga paham, tapi siswi lebih bisa menerima jokes-jokes yang mild. Namun untuk yang dark, mungkin ada beberapa anak yang pikirannya mungkin sudah twisted, yang sudah, ya itu artinya paham langsung dan mungkin karena dia mungkin banyak melihat ataupun mendengar hal-hal atau sesuatu yang mungkin seharusnya belum dia dengarkan. Karena belum siap hati dan pikirannya. Tapi dia sudah apa ibaratnya ,terkontaminasi. Akhirnya pas saya lontarkan beberapa jokes yang mungkin sudah off limit. Ataupun tidak sesuai dengan umumnya. dia tetap merespon dengan baik, karena mungkin sebelumnya dia sudah pernah mendengar hal itu sebelumnya, dan dia secara langsung paham akan jokes itu, karena sebelumnya dia nggak sengaja ataupun sengaja melihat dan mendengar jokes-jokes.

Researcher

Nah, untuk yang guyonan mild untuk siswi tadi?

15.2 Teacher 1

Kalau goyonan mild untuk siswi, pastinya saya biasanya banyak menggunakan physical humor ataupun jokes, jadi Saya suka memegang-megang bagian tubuh siswa, bukan siswi pastinya, dan bahasa yang saya gunakan, saya suka memegang-megang tubuh ini kayak pedofil atau gimana gitu ya, but no, no, no, **I actually I hold, I love holding their head, Saya suka memainkan kepala, kepala yang masih nempel dengan badan pastinya, Bukan kepala yang lepas ya, hahaha (Extract 2. 2. physical humor)**

Researcher

Kayak stick analog gitu ya, hahahah

Teacher 1

Yess, yes exactly Jadi saya mainkan ke kiri, ke kanan, ke depan, ke belakang . (extract 2. 2. physical humor). Terkadang saya sedikit berkomentar tentang keadaan yang sedang saya pegang ini Keadaan, Kepalanya mungkin berminyak kadang pas seorang siswa ini kepalanya sedang saya mainkan saya seolah menganggap saya sedang tidak melakukan apa-apa atau saya sedang melakukan hal yang normal jadi dia tidak bisa banyak berkomentar dan terpaksa menerima takdirnya selama beberapa menit itu Dan pastinya, murid-murid yang lain lebih memperhatikan keadaan siswa yang kepalanya

saya pegang daripada omongan saya dan memang itu tujuan saya dari awal, karena memang dari awal saya ingin mendapatkan perhatian mereka dulu supaya pelajaran yang saya sampaikan lebih banyak diperhatikan gitu. Jadi memang strategi saya dari awal ya memang supaya dapat perhatiannya aja dulu, nanti pelajarannya insya Allah bisa lebih masuk kalau sudah dapat perhatian. La pas memegang kepalanya terus berminyak gitu kesan ini apa ya ibaratnya kayak gambling gitu aja, kalau bersih ya yaudah alhamdulillah, kalau enggak ya kalau enggak pun saya pakai tetap pakai majas hiperbola walaupun mungkin hanya yang saya rasakan hanya sedikit, eee apa ya berminyak ataupun hanya 1-2 tetes yang saya rasakan tapi tetap di akhir tetap saya lebih-lebihkan. Ih,, kok minyak? misalnya gitu. Misalnya saya lontarkan jokes itu, eh kok berminyak, ini pabrik, opo iki bimoli opo Gimana dan lain sebagainya kan gitu ya. Atau tumo ne akeh, tumo kutu rambut, tumo ne wakeh banget e. Gurung dipangani ambi kancamu a. Itu kan seperti saya bilang, itu kan seperti kebiasaan mamalia yang berekor gitu ya. Monyet kan itu, saling makan. (unrelated humor) Kutu di bulu rambut masing-masing dan itu most of the time works dan makanya saya gunakan itu juga kalau itu jadi gimana ya jadi saya gambling juga sih sebenarnya jadi tapi kalau pun tangan saya kotor ataupun kena minyak itu sebenarnya 50 sampai 40 persen jadi agak-agak jarang-jarang. Tapi kalau pas lagi apes ya, ya basah beneran. Jadi apalagi pas siang hari ya, dan itu sudah resiko dari jokes yang saya lontarkan, pasti semuanya ada konsekuensinya. Dan itu konsekuensi yang harus saya dapatkan saat saya melakukan hal itu. Dan semua hal ataupun kegiatan sesuatu pasti ada konsekuensinya dan saya tidak apa-apa. Karena sudah sadar. (Extract 1 . 8 spontaneous humor)

Researcher

Okeh,, Kan saya kemarin mau wawancara murid juga Murid-murid bilang itu gini Yang saya lawakan, Mr. ***** yang saya tangkap itu pas saat memegang kepala teman saya, lalu beliau bilang, ih rajis mugholadhoh.

15.3 Teacher 1

Nah, najis mugholadhoh itu juga sebenarnya Saya lontarkan cepat Karena tidak terlalu banyak Yang terpikir saat itu mungkin Karena saat itu saya juga sedang berpikir Tentang strategi apa yang harus Saya lakukan supaya saya dapat perhatian lebih dan lain sebagainya Mungkin itu yang Banyak mungkin Jokes yang saya lontarkan itu najis mugholadhoh itu langsung saya lontarkan Karena sedikit banyak Saya juga berpikir ini sekolah Yang bernafaskan Islam Jadi mungkin mereka tidak akan Jauh-jauh dengan Pengetahuan Islam Yang umum contohnya seperti Dalam makam Islam Mereka yang namanya kotor Kotor ada beberapa level, najis gitu ya, najis ringan, najis yang menengah, dan najis yang berat. Nah, kalau saya gunakan najis yang ringan itu pun kurang relate, karena najis yang ringan setahu saya hanya berupa ompol ya, hanya berupa ompol anak laki-laki yang belum berusia 2 tahun kalau tidak salah. yang kedua simpel-simpel aja sedangkan najis yang parah kan seperti memegang hewan yang menggonggong itu kan ya dan hewan babi itu jadi kalau saya menggunakan itu pasti patahnya lebih lebih lebih parah gitu jadi saya gak bilang ih kotor kalau kotor itu hal yang biasa saya butuh patah lebih-lebih lebih gitu, jadi Oh aja saya tapi kalau najis biasa mereka pasti memikir najis apa yang enak najis mukhofafah, najis mutawasitoh, naah najis mugholadhoh yang paling parah jadi seolah-olah saya, apa menyamakan Kepala yang saya pegang ini dengan najis yang paling parah yang atau babi ataupun anjing itu tadi tapi pastinya itu hanya jokes dan dia juga sudah paham karena dari awal saya sudah memberikan kesan bahwa saya orangnya bercandaan gitu kan jadi enggak akan enggak akan sakit tadi tapi kalau memang itu yang banyak diingat ya Alhamdulillah juga karena tujuan saya ya itu biar diingat ya seenggaknya biar diingat (Extract 1. 8. spontaneous humor)

Researcher

16. Oke, Apakah Anda pernah Memainkan atau membuat sebuah Lelucon dari kosa kata bahasa Inggris Dengan tujuan untuk Mengajar atau menyampaikan materi di kelas Anda?

Teacher 1

Kalau untuk Tujuan mengajar. Pastinya iya. Kebanyakan adalah vocab. Kosa kata bahasa Inggris yang Mempunyai homofon. Bunyi yang sama. Dalam bahasa ibu mereka, atau bahasa Indonesia. Contoh yang sebelumnya saya bilangkan. Shallot yang artinya bawang merah. Bawang merah kecil. Itu kalau di bahasa Jawa kan. Shallet itu kalau homophone Shell L nya ganti Ini kan bukan shallot, tapi terdengar seperti mohon maaf, bagian belakangnya, shillit, jadi pas saya bilang shallot, shillit. (verbal) Saya bilang shallot ya bukan

syilid sebenarnya itu mereka langsung nangkep karena mereka sering menggunakan bahasa Jawa juga jadi tujuan saya pasti Untuk menyampaikan materi juga Pasti untuk menyampaikan Tapi kebanyakan yang saya gunakan memang vocab Karena lebih beragam Dan kebanyakan dari mereka Belum terlalu tahu banyak Jadi saya bisa menggunakan beberapa vocab Yang mungkin punya pengukuran yang Yang kalau di bahasa ibu mereka Atau bahasa Jawa atau Indonesia Lucu gitu Contohnya seperti bawang Kemarin itu juga shallot gitu Atau mungkin seperti jokes yang sudah kodian Ya kan? dasi dan kursi tie and chair (verbal) itu kan sudah kodian sekali sering banget ayo coba Dasi itu apa guys? Dasi, Dasi, Dasi,, tai tai No, no, no, bukan Thai (tie) Tapi Thai (tie) Ayo, ayo Lebih, lebih fasih lagi Tie, tie loh jangan lihat saya Lihat teman anda Itu, itu Jangan lihat saya yang lain sebagainya apa itu maksudnya Tie? jadi anda sedang mengenakan apa? anda sedang mengenangkan Tie yang memiliki dualisme oh, Thai kalau dibahasa Indonesia artinya kotoran jadi saya banyak mengenangkan vocabulary atau kata-kata yang memiliki arti ataupun homophone, (extract 4; 1 verbal humor) bunyi yang sama dibahasa lain bahasa ibu mereka menjelaskan apa ya?

Researcher
ingredients ?

Teacher 1
Ingredients, yes.

Researcher
ada waktu itu kan ada yang tanya artinya kecap kecap

Teacher 1
yes kecap saat itu pas saya bilang artinya kecap itu takutnya mereka kurang relate dan banyak dari mereka yang ngeyel gitu loh mister kecap itu kan yang warnanya hitam itu gak sih kan yang mereka kayak bango dan sebagainya well ya mereka gak salah karena setau mereka itu setau mereka kecap itu ya yang cairan berwarna hitam yang umumnya rasanya manis gitu namun berbeda dalam bahasa Inggris kecap yang artinya saus merah sedangkan kecap sendiri ada yang bilang soy bean ada yang juga bilang soy sauce makanya itu pas saya bilang itu mereka kayak bilang oh kecap dalam bahasa Inggris mungkin dalam pikiran mereka oh kecap itu sudah bahasa Inggris kalau di bahasa Inggris kan tetap kecap yang warnanya hitam itu jadi pas saya jelaskan itu ah gimana ya supaya apa Bikin mereka tidak salah paham bahwa ini tuh artinya ini, sedangkan ini tuh artinya ini. Oke, saya tekankan lagi aja. Jadi seperti membuat konfirmasi yang tidak diperlukan. Unnecessary confirmation. Jadi saya berarti, oke ya ini. Kecap ya, bukan kecup. Sedangkan kalau saya Eja, dalam bahasa Indonesia dengan gaya Indonesia, pasti kan terusnya K-E-T-C-H-U-P. Cup gitu, ada cup ya. Kecap ya, duduk kecup. Kecupen kancamu dan lain sebagainya kan, itu kan juga bisa jadi patahan juga, jadi pas saya gunakan itu juga sedikit banyak tidak saya rencanakan juga. Jadi langsung keluar, karena saat itu mereka kalau nggak salah bertanya tentang ingredients atau bahan-bahan untuk membuat nasi goreng, kalau nggak salah. Jadi pas saya jelasin itu, tiba-tiba terpikirkan langsung terlontar aja.(extract 2. 1. verbal humor)

Researcher

17. Apakah Anda juga pernah membuat lawakan meski tidak ada hubungannya dengan materi saat KBM terlangsung?

Teacher 1
Baik, pastinya pernah karena saat suasana terlalu hening, saat suasana terlalu kaku, saya kadang kesulitan untuk membuat bercandaan dari pelajaran yang terlalu serius. Misalnya saat speech dan lain sebagainya itu saya agak kesulitan untuk membuat jokes-jokes dari speech-speech itu. Makanya terkadang saat waktunya istirahat di mana sebagian masih menulis ataupun sedang bersiap-siap, atau lagi free time gitu. Saya sedikit banyak juga banyak menceritakan mungkin pengalaman saya saat belajar dulu ataupun pas saya mengajar. Di Tempat lain, salah satunya saat saya dulu itu, di tempat les itu, saya anak yang lumayan aktif, tapi juga sedikit nakal. Jadi, saat ditanya oleh guru itu, jawaban saya juga masih polos juga, karena masih SMA. Jadi, guru saya itu sempat bertanya pertanyaan yang bagi saya dulu itu serius, tapi sekarang saya sadar mungkin itu hanya bercandaan. Jadi, guru saya saat itu bertanya, *** kowe durung

tau dipisui ta?" kemudian dengan polosnya saya menjawab mungkin spontan, "mboten mister, dereng mister" kemudian... Guru saya itu melontarkan kata pisuhan bahasa Jawa yang bunyinya indah gitu, yang sering kita semua dengar gitu ya. Terus seisi kelas tertawa semua dan itu jokes yang... sering saya lontarkan ke mereka, tapi pastinya efek dari jokes itu bukan, sebenarnya juga bukan jokes juga sih, karena saya hanya menceritakan pengalaman, tapi karena bagi saya itu hal yang lucu, jadi saya tetap yakin bahwa yang saya sampaikan adalah jokes. Tapi Biar mereka juga tahu bahwa saya juga belajar dari awal dengan kondisi yang seperti itu. (extract 2. 5. unrelated humor) Dan bukan hanya saat saya sedang belajar, pas saya sedang mengajar pun, misalnya saat saya bertemu murid yang lucu atau apapun gitu, reaksi spontannya juga kadang bikin lucu dan bisa saya ceritakan ulang juga.

Researcher

17.1 Berarti pengalaman Sampean pas waktu les dulu, pas dipisui gurunya Sampean, itu Sampean ceritakan ke murid Sampean juga?

Teacher 1

Iya, betul. Dan itu biasanya saya ceritakan ke anak yang sama-sama. kenal guru yang dulu sempat bercanda itu ke saya jadi seperti berbagi informasi tentang orang yang sama lebih jadi mereka juga relate mereka juga paham dengan orang yang saya bicarakan dan sedikit banyak mereka membayangkan orang itu melakukan hal yang sama kepada saya sekarang kita juga membayangkan orang itu ngomong hal itu saya dulu saat masih kecil dan lain sebagainya

Researcher

Oh iya, pas apa, kan ada momen-momen saat murid-murid tah itu ngantuk, ngelamun, ndlomong, daydreaming, slacking off, kan ada. Nah, pas kemarin, pas kan saya observasi itu, kan sampeyan bilang, mata saya sudah tertuju pada jiwa malang yang akan saya siksa.

Teacher 1

Iya, iya, iya.

Researcher

17.2 Apa, persona violent itu yang anda tunjukkan?

Teacher 1

pastinya iya. Jadi di kebanyakan kelas yang saya ajar, saya banyak menggunakan persona itu. Jadi saya seolah menjadi guru bahasa Inggris yang killer. Tapi biasanya itu ditangkap oleh orang atau murid yang kurang paham dengan sifat saya yang sebenarnya. jadi sebaliknya saya orang yang sangat suka bercanda jadi saat saya sampaikan itu dan mereka tertawa berarti joke saya berhasil namun apabila mereka menangkap makna yang tidak sebenarnya itu dan mereka menangkap saya serius maka saya tetap memainkan drama yang sudah saya buat itu tapi tetap tidak saya mainkan secara serius jadi seolah-olah jadi guru galak yang tidak serius jadi saat saya bilang itu pun dengan gestur-gestur yang sedikit Berlebihan untuk orang yang serius Jadi orang ini Murid saya ini mikir Ini orang ngancam kok dengan tertawa Kok dengan gestur yang berlebihan Kok dengan hiperbola yang wwoaaaa Wah dan sebagainya dengan kata-kata yang Terlalu Tinggi wah kok pakai Bahasa-bahasa ini kok enggak Kalau kamu nakal Kamu udah tak incer loh ya, awas kamu nanti dan sebagainya, kamu nek, nanti Enggak, saya menggunakan kata-kata yang melankolis dan sebagainya. Oke, saya sudah mengincar. Jiwa-jiwamu yang kasihan nanti akan saya bakar kamu dengan dan lain sebagainya Itu pastinya hanya bercanda Dan memang itu persona yang sudah saya putuskan untuk bangun dan pakai selama kebanyakan belajar 6 tahun terakhir ini (extract 1. 5. unrelated humor)

Researcher

Berarti patahannya disitu,

Teacher 1

Patahnya disitu, jadi patahnya disitu, tetap patahnya disitu

Researcher

Ada juga percakapan Dan waktu pas observasi itu kan saya lihat Sampean ngajar apa, ada-ada kecil itu Si Acil, si Cil itu

Teacher 1

Ya, ya

Researcher

17.3 Kayak TK gitu Waktu itu Sampean ngelawaknya gimana?

Teacher 1

Iya, betul. Yang terpikir dalam hati saya Mikirnya seperti ini Ini kok ada ya Kok ada dan banyak ya Anak SMP (MTs) yang Mohon maaf Yang tinggi badannya masih pendek Kok tidak seperti teman-temannya Bukan Berarti saya tidak Menyukai ataupun keheranan Melihat Orang-orang dengan kondisi seperti itu Saya tidak bilang kondisinya itu Buruk ataupun stunting Tidak sedikit pun terpikir Dalam pikiran saya bahwa orang yang pendek Itu adalah buruk dan sebagainya, tidak . Tapi saya berusaha berpikir Karena dia ini paling mencolok di mata saya. **Jadi salah satu orang yang Fisiknya paling mencolok Biasanya saya gunakan Sebagai jokesnya itu Karena dia ini pendek Terus kecil Terus mungkin di kelas saya lihat Saya observasi dia ini sedikit aktif juga Bisa jadi target yang mudah Semua orang juga mungkin akan Setuju dengan komentar yang akan saya lontarkan Saya tanya pertanyaan retorik ke dia, Mbak, TK-nya mana? TK-nya ada di sebelah nyasar sampean dan sebagainya.(extract 3. 5. unrelated humor)** Itu kan seolah-olah saya tanya ke anak TK yang masih kecil dan sebagainya, dan itu jokes yang sangat mudah dipahami karena pas saya kontarkan itu, si anak...Yang jadi target saya itu kaget dengan pertanyaan itu dan most of the time kalau dia jaiman mungkin sok-sok an malu, kalau enggak juga ikut tersenyum sedikit sedangkan teman-teman yang lainnya tertawa. Ooo, Mr***** bikin jokes ini karena dia pendek Karena dia dan sebagainya Itu yang sering saya gunakan Dan saya sering Dan sering banget saya Memberikan panggilan kepada Tiap anak khusus Yang fisiknya Mencolok di kelas Dengan panggilan-panggilan tertentu Dan itu panggilan yang terlintas2 Dalam pikiran saya saat itu aja Jadi top of mind, Oh kecil, Si kecil, Kalau saya bilang si kecil terlalu banyak Silabel mungkin. Langsung aja si cil, si cil, oh cil, si cil, artinya pas saya bilang si cil pun teman-temannya pun paham, oh si cil, cil, cil kecil loh, dia dipanggil misalnya sebagai si cil, kecil karena memang dia tubuhnya di saat itu dan dalam kondisi itu dia memang, mohon maaf, memang yang paling pendek dan paling kecil, tinggi dan posturnya gitu.

Researcher

Di MTS waktu itu?

Teacher 1

Iya, saat itu di MTS waktu itu.Ya

Researcher

17.4 Ya, ada juga pas waktu observasi kemarin, karena jenengan bilang... Tak kandakno bapakmu lo, tak kandakno makmu lo, terus sampean menunjuk temannya yang random?

Teacher 1

Itu juga jokes yang saya kembangkan beberapa tahun Jadi tidak dari awal saya terpikir itu Karena saya tahu mereka pasti teman sekelas dan sudah saling mengenal Dan dalam pikiran saya itu Pikiran sederhana saya itu Kalau anak umur segini Pasti masih sensitif dengan Hal-hal seperti Cinta-cintaan Akhirnya saya secara gak langsung Seperti menjodohkan Mencocokkan dia Dengan orang lain Gender lain, terlepas dia itu laki-laki. Dengan laki-laki maupun Laki-laki dengan perempuan, biasanya kalau Laki-laki dan laki-laki lebih patah Tapi saat itu karena Karena yang ada itu ya Laki-laki mungkin, jadi saat itu **Saya bilang, oh karena dia berjejer Dia duduk sebangku dengan Laki-laki Anak-laki yang mungkin Postur tubuhnya lebih tinggi Mukanya lebih garang Terus kulitnya lebih hitam mungkin Akhirnya saya bilang, eh ojo nakal iki tak kandakno bapakmu lo. Yang mana saat saya bilang itu Saya tunjuk ke temannya Seolah-olah Seperti menyatakan bahwa Bapaknya itu ada di sampingnya Dan semua murid juga Paham dan Relate dengan jokes itu Dan mereka seperti Terpaksa memahami, oh iya ya Jadi kayak Bapaknya ya, orang Anaknya pasti lebih pendek dan lebih kecil Terus akhirnya Sedikit banyak kalau sesuatu itu Dilakukan secara berulang-**

ulang pasti semua orang bakal setuju gitu, bahkan kebohongan yang diulang-ulang pasti akan jadi sesuatu yang dipercayai gitu. Jadi pas saya bilang itu dan di kemudian hari saya datang dan saya pakai jokes yang sama, mereka sudah seperti menyetujui di dalam bahwa oh iki anake, iki anake dan lain sebagainya itu hal yang... lumrah

Researcher

18. Apakah Anda pernah mengalami momen saat Anda menjelaskan sebuah materi secara serius, Namun salah satu atau beberapa murid anda tertawa atas apa yang Anda jelaskan?

Teacher 1

Pernah, tapi ada dua momen yang sangat berlawanan dalam jokes ya. Jadi, momen pertama adalah saat saya menyampaikan materi. Jadi, ada beberapa anak yang tidak serius, mungkin mereka sedang bercanda sendiri atau mengobrol sendiri, dan saat itu tidak terpikirkan sedikit pun jokes di dalam kepala saya, entah karena capek ataupun saya saat itu kurang kreatif ya, jadi saat itu tidak terpikirkan apapun, jadi yang ada saya hanya mungkin mendiamkan atau berkata kepada anak tersebut ataupun dua anak itu untuk lebih memperhatikan dan diam gitu, namun di sisi lain saya juga pernah Mendapati Mendapati mereka tertawa Karena materi yang Saya sampaikan Dan itu biasanya homophone juga Jadi seperti bunyi-bunyi sama di bahasa yang mereka gunakan sehari-hari contohnya seperti Chores, Chores, C-H-O-R-E, Chores, dan S itu kan pekerjaan rumah, pekerjaan rumah seperti mengepel, mencuci piring, dan lain sebagainya, Chores, dan di buku yang ada itu berbunyi Do Chores, Do Chores, jadi melakukan pekerjaan rumah, Do Chores, Do Chores, kemudian saat itu kebetulan saya sedang menjelaskan V-1, V-2, V-3, dan V-ing, jadi saat saya sampai di V-2, mereka masih baik-baik aja, oke ya, Do jadi Did, Choresnya tetap, jadi habis Do, Chores, jadi Did, Chores, namun yang V-3, saya seperti sudah, itu merasakan, seperti mereka akan memberikan reaksi yang lumayan kuat, dan cepat, karena ini ya, ini, ini terdengar seperti kata makian dalam bahasa Jawa, dan pas saya bilang Do, terus Did, dan Done, yang V-3, dan Chores, dan saat saya bilang Done, Chores, itu banyak murid laki-laki yang langsung menangkap sepersekian detik langsung bahkan mereka tertawa, dan itu dari materi yang saya sampaikan, bukan, bukan sengaja jokes yang saya buat untuk supaya mereka tertawa ataupun nyaman gitu bukan itu di luar yang di luar yang saya siapkan jokesnya jadi jokesnya itu sudah ada dalam materi tersebut dan di pemikiran mereka masing-masing. Kebetulan mereka sudah memiliki bukunya masing-masing, jadi saya hanya seperti mereview, gitu. Oke, kita lanjut ke halaman ini, ke kata ini, dan lain sebagainya. Tapi pas kebetulan itu juga... Saya sudah kepikiran, waduh, ini kalau saya bahas ketiga dan saya salah ngomong, bisa, mereka bisa lebih fokus ke apa, homophonya daripada ke saya gitu, tapi... Itu jokes yang sebenarnya saya antisipasi karena kalau mereka, karena jujur saya tidak ingin mereka banyak berbicara bahasa kotor dalam bahasa ibu mereka karena ketakutan saya adalah itu. (extract 1 . 6 unplanned humor) menjadikan mereka sejak di umur itu sudah terbiasa gitu sedangkan jujur saya pribadi bukan orang baik memang tapi saya mulai berkata-kata agak lebih kotor dan lain sebagainya itu SMA ke atas saya sangat menjaga citra diri saya sebagai murid saat itu karena saya berpikir citra murid yang baik adalah segalanya gitu saat itu nah pokoknya saya tidak terlalu ingin membuat mereka terkontaminasi kata-kata itu dan tidak sengaja memang saat itu. Dan bukunya pas saya buka juga, di dalam hati saya bilang, wah gawat ini. Tapi ya memang gak apa-apa. Sekalipun itu jadi jokes pun masih bisa saya antisipasi. Gelak tawa mereka tidak terlalu menguasai kelas, kembali saya kuasai.

Researcher

Dan CHORES? CH-O-R-E-S?

Teacher 1

CHORES, CHORES Kegiatan Pekerjaan Rumah, PL, Menyapu dan sebagainya. If I'm not mistaken, cara bacanya juga chores, kalau enggak salah. chores, chores, chores, chores, chores, yang ketiga bahaya ini, Done Chores, itu terdengar seperti dan TIT! itu ya, bahaya. Dan saya pikir, waduh, saya arek lanang inii. bahaya nih, pasti, pasti.

Researcher

19. atau sebaliknya pernahkah Anda menangkap sesuatu yang lucu dari murid Anda meskipun mereka menyampaikannya dengan cara yang serius ?. Mereka tidak niat melucu cuma sampean apa ya melihat itu kok lucu tapi mereka tidak niat melucu

Teacher 1

apa ya, Sepertinya Banyak sih tapi tidak Terlalu saya ingat karena tidak terlalu Berkesan Biasanya Karena kebingungan dari pikiran Sederhana mereka saja jadi seperti penggunaan "To be" Dengan subjek Pasti banyak dari mereka yang bilang Oh pake is Kalau subjek she pake is Kalau I pake am Jadi I am And she is itukan Sudah , sudah Tepat sebenarnya Tapi kadang dari mereka yang bilang I am is Nah itu kan Penggunaan to be yang berlebihan

Researcher

Dan itu, di anda sendiri melihatnya sebagai suatu kelucuan?

Teacher 1

sangat lucu, karena saya tahu sepertinya mereka berpikir dengan sederhana kalau misalnya ini sampai pada Present continuous banyak yang menggunakan Verb+ing pastinya dan menggunakan verb+ ing Dan mungkin contoh yang saya minta mereka bikin itu banyak yang menggunakan subjek tunggal. Jadi banyak is-is-is-is artinya dalam pikiran kecil mereka dalam pikiran sederhana mereka. Oke, jadi is itu hal yang wajib sedangkan is itu to be one yang disesuaikan dengan subjeknya jadi saat saya minta mereka bilang, oke kalau Subjeknya I apa?, saya sedang gitu ya. Di pikiran saya, harapan saya mereka menjawab I am v+ing Blah blah blah. Namun mereka tetap berpegang teguh dengan pikiran sederhana mereka dengan oh berarti I am is. Nah itu dalam pikiran saya hal yang lucu mengetahui mereka berpikir dengan sederhana itu (extract 2.6. Unplanned humor)

Researcher

Tapi kalau diteruskan jadi, I amis.

Teacher 1

i amis exactly,ya,, woa well L-O-L. That's a new one, that's a new one, that's a new one, baru itu, baru. bisa saya gunakan nanti. That's a good one, thank you Saya dapat Arsenal baru

Researcher

oke Pas waktu kemarin tuh kan ada logatnya mereka ya Kemarin kak saya lihat pas waktu observasi itu kan, samean bilang, oh sangat jowo sekali. Pas waktu menjelaskan tentang steps, steps menjelaskan, eh enggak sih apa yang samean nanya, what do you want to make?

19.1 Teacher 1

What do you want to make, yes. Kalau di bahasa Inggris kan, I want to make a fried egg. Yes, all right. Nyeplok endok. Dengan. Dengan bahasa sederhana mereka atau mungkin dan pasti saya tahu karena saat itu saya berbicara menggunakan bahasa Indonesia apa yang ingin kalian buat atau bikin mereka pasti secara tidak sadar juga membalas dengan bahasa yang sama tapi mungkin ada anak yang mungkin sedang pusing ataupun sedang jenuh akhirnya memutuskan untuk menggunakan bahasa Jawa dan membalas saya dengan celetukan seperti lempar batu sembunyi tangan. Jadi seperti seolah hanya lontarkan dan tidak melanjutkan dengan omongan lanjut gitu ya oke mau bikin apa saat saya lontarkan itu ke semua kelas di depan kelas banyak yang punya ide itu langsung bilang bla bla bla bla tapi ada satu yang bilang nyeplok ndok sedangkan nyeplok itu kan nye-ny itu kan seperti rumus tidak tertulis dalam bahasa Jawa ya nyapu kalau bahasa Indonesia masih ada me-nya menyapu bersihkan terus mengepel dan sebagainya tapi kalau itu nyeplok menceplok ndok itu sedangkan "ndok" itu kan bahasa Jawa tadi itu yang mana saat saya berbicara menggunakan bahasa Indonesia normalnya mereka membalas dengan bahasa yang sama namun mungkin dia jenuh dan ingin jokes juga ingin melontarkan bercandaan juga akhirnya nyeplok ndok akhirnya saya follow up saya ikuti dengan lo kok juowo banget kok medok sekali medok medok ini bukan bukan terms ataupun istilah negatif ya medok itu seperti kalau kalau saya bilang sih malah seperti identitas jadi oh berarti keistimewaan orang yang tidak, tidak, orang normal mungkin kalau punya referensi yang luas tahu bahwa, oh kelihatan sekali bahwa dia ini orang yang menggunakan bahasa Jawa gitu, ataupun orang dari suku Jawa, entah Jawa

Timur ataupun Jawa Tengah gitu, hanya medok dan gitu, dan saya yakin mereka juga pasti relate dan paham karena mereka juga menggunakan bahasa yang sama makanya saya follow up dengan itu karena Ada yang bikin jokes juga. Alhamdulillah saat itu jadi saya follow up. Saya tinggal menambahi aja. Icing on the cake gitu. Saya tetap tambah teng! Gitu. Jadi medok sekali Saat saya bilang medok itu pun ya bukan medok buanget medok opo enggak ya. muwedok sekali Jadi tetap yang saya highlight itu seolah-olah nyeplok endoknya dan memang benar ya. Yang itu saya (extract 3. 6. unplanned humor)

Researcher

Kemedokan katanya terdengar lucu lah ya

Teacher 1

Iya memang terdengar tidak normal dan tidak seharusnya diucapkan, tapi sebenarnya tidak juga, tidak juga, normal-normal saja. Kadang bahasa Jawa dan bahasa Tegal. Mereka menyampaikannya dengan serius tapi kita kayak kita menganggap mereka yang menggunakan bahasa itu tidak serius dan bercanda karena kebanyakan media mungkin membawakan bercandaan. atau Orang-orang yang digambarkan menggunakan bahasa itu ataupun dari daerah tertentu itu lucu. Makanya banyak yang mengasosiasikan suku tertentu atau bahasa yang disampaikan dengan cara tertentu itu lucu. Padahal sebenarnya tidak juga.

Researcher

oke,, hmmm Terakhir niki

Teacher 1

monggo

Researcher

Insy Allah , Atau mudah-mudahan sih (teacher and interviewer were laughing)

Teacher 1

monggo-monggo kalau ada following question pun silakan

Researcher

20. Pernahkah Anda membuat humor atau candaan dengan cara memberi murid Anda teka teki. Teka teki mengenai bahasa Inggris atau teka teki dalam bahasa Inggris, dan bagaimana respon murid-murid anda?

Teacher 1

Pastinya, yang sudah saya sampaikan tadi, jokes ataupun teka-teki yang kodian, kodian yang saya ulangi. Jadi, oke rek, saya akan berbicara menggunakan bahasa Indonesia, tugas kalian adalah mentranslate ataupun menerjemahkan dalam bahasa Inggris. Oke, misalnya saat saya bilang, tie and chair, itu kan dasi dan kursi, dasi mungkin tie, kemudian dan and... kursi chair, tie and chair dan itu kata-kata itu saya ulangi dan semakin saya lebih-lebihkan yang awalnya mungkin chair jadi cha, cha, ch ch chairrrr dengan panjang yang semakin saya tambah dan sebagainya itu kan juga membuat mereka tertawa kalau dari awal sudah itu makin Tertawa Itu kalau yang dalam bercandaan teka-teki gitu ya tapi kalau selain itu mungkin ada yang sengaja tidak sengaja juga Contohnya dalam rumus present continuous dimana verb yang digunakan pasti verb ing-ing-ing-ing-ing dan saat itu saya berusaha membuat bercandaan dengan menggunakan fokus mereka yang semakin melemah jadi saya hanya bilang seperti ini "Oke guys tolong kalian bilang singing, bukan sing lagi, karena sing adalah verb one, dan tugas kalian menerjemahkan omongan saya dalam bahasa Inggris. Jadi, saat saya bilang menyanyi ataupun sing, kalian jadi singing, oke? Yes". Dan begitu saya memulai, saya akan menyampaikan beberapa kata yang awalnya lambat, kemudian saya mempercepat. Saat kata-kata yang saya sampaikan makin cepat saya akan memberikan kata dalam bahasa Inggris yang mereka tidak expect karena itu patahnya disitu dan biasanya memang membuat mereka tertawa misalnya Sing, singing, watch, watching, run, running write, writing, draw, drawing, drive, driving, ngis. Nah saat saya bilang ngis itu pasti kan ing-ing-ing juga nah Itu kan seperti hal yang biasa kalau untuk menambahkan ing, ing, ing saja. Jadi, di pikiran mereka itu tinggal menirukan dan tambahkan ing. Jadi, seolah-olah mereka tidak fokus gitu. Memang mereka saya bikin tidak fokus dengan saya mengulangi,

mengulangi siklus yang sama. Jadi, saya mengucapkan kata kerja bentuk pertama dalam bahasa Indonesia, eh dalam bahasa Inggris, Kemudian mereka follow up dan menambahkan ing. Terus, di akhir saya memberikan kata yang benar-benar tidak ada dalam bahasa Inggris. Tapi, ada artinya dalam bahasa Jawa kalau ditambahkan ing, ng, ngising. Yang mana kegiatan itu adalah kegiatan buang hajat dalam bahasa Indonesia. Dan itu dinilai lucu ataupun kocak karena patah sekali. Jadi, tiba-tiba kok membahas tentang orang yang... Mohon maaf buang hajat ataupun berak dan berak ataupun, mohon maaf, kotoran itu kan sesuatu yang biasa kita gunakan sebagai bercandaan. Akhirnya, patahnya di situ. "oke iso yo, sweep- sweeping, mop- mopping, watch- watching, see- seeing, drive-driving, ride-riding, build-building, ngis-ngising." Dan itu reaksi mereka pasti cepat. Saat mereka mengucapkan itu juga pasti....secara tidak sadar itu saat saya bilang ngis karena semakin lama saya ucapkan itu semakin cepat jadi awalnya mungkin lambat oke, watch watching, good and then read, reading saya percepat ya close, closing, open, opening and then di akhir selalu sampaikan ngis dan sebagian besar pasti ikut ngomong ngising gitu dan itu mereka sadar setelah seper sekian detik ngomong dan saya tidak memberikan reaksi apapun. Saya seperti dingin-dingin saja. Tapi, saya sedang menunggu reaksi mereka sebenarnya jadi saya seperti orang yang saat itu saya memang sengaja memasang muka datar, poker face supaya memberikan mereka waktu untuk berpikir sejenak tentang apa kata yang mereka tadi ucapkan gitu Itu kata itu bercandaan ataupun teka teki juga mungkin kalau hitungannya dari yang saya sampaikan dan kebanyakan percobaan pasti berhasil sejauh ini yang paling berhasil juga itu juga. (extract 2. 3. Related humor)

Researcher

Seperti directing gitu ya

Teacher 1

yes benar.

20.1 Researcher

pas Di observasi itu pas saat dijelaskan tentang step, prosedur text kan, saya waktu itu menangkap pas waktu observasi jenengan, how to turn off, turn on a classroom fan. dan sampeyan bilang, "ayo Langkah pertama apa?" Ada yang bilang, langkah mengatur kecepatan? oh salah. Yang kedua, memutar, oh salah. Waktu Anda bilang, langkah pertama adalah Anda harus menjadi tinggi.

Teacher 1

Tentu, tentu.

Researcher

Nah, waktu itu gimana kok? Langsung pikiran kayak gitu?

Teacher 1

Saya terpikir seperti itu karena melihat, melihat saklar atau apaya ? bahasa simpelnya Cetekan gitu kan dan Saya melihat saklar yang digunakan untuk menyalakan dan mematikan kipas Saat itu cukup tinggi bahkan untuk ukuran saya dan saya melihat kebanyakan apa, Kebanyakan murid itu juga tidak terlalu tinggi khususnya yang perempuan jadi saat itu saya sudah mengincar untuk memfokuskan jokes ini saya sampaikan. Dan saya peruntukan untuk anak-anak entah itu cewek ataupun cowok yang badan tingginya tidak terlalu tinggi jadi sudah saya, Pas saya lontarkan itu, Saya ngomong itu. Saya juga melihat kepada salah satu ataupun beberapa anak yang tidak terlalu tinggi juga saat saya bilang jadi harus tinggi jadi seolah-olah, apa, jokes itu hanya saya peruntukan untuk orang-orang tertentu saja. Dan memang iya. Jadi seperti memancing juga dan orang lain juga pastinya tertawa, karena mereka berfokus kepada saya saat saya bilang itu, Karena saya meminta mereka untuk kalau tidak salah ngacung dan berbicara gitu. Dan saya tunjuk dan pasti saya menjadi pusat perhatian mereka saat itu, dan saat saya bilang harus tinggi. Saya juga kalau tidak salah sedang melihat ke salah satu anak perempuan yang badannya pendek tapi banyak tingkah. Harus tinggi, jadi seolah-olah saya sudah mentargetkan itu dan dia sudah sadar. Bahkan, perempuan kecil yang saya target ini kan juga sadar, oala rek aku lagi diincer, karena menurut saya memang kurang tinggi untuk menyalakan, dan memang saat sang target saya minta untuk maju dan menyalakan memang untuk jokesnya, karena memang tujuan saya bikin tertawa. Dia memang harus sedikit menjinjit. Kalau tidak salah saat saya minta ke

depannya, dan memang tujuan saya bukan untuk itu. Karena kalau pun untuk menyalakan, Saya sendiri juga bisa menyalakan. Dan saya bukan orang yang tegaan. Kalau pun harus untuk nyalakan kipas saja, saya memang bisa sendiri. Tapi untuk for the sake of the joke, karena tujuannya jokes ini bercanda, jadi saya meminta orang yang mungkin kurang cocok untuk melakukan tugas tertentu. Untuk melakukan tugas itu seperti itu anak yang pendek saya minta untuk melakukan kegiatan yang seharusnya dilakukan oleh orang yang bertubuh tinggi. Jadi disitu jokesnya juga.(extract 1. 7. riddle)

Appendix 5: Interview guide from Teacher 2

Researcher

1. Bagaimana motivasi belajar bahasa Inggris pada murid-murid Anda?

Teacher 2

Mereka belajar bahasa Inggris karena sebagian dari mereka berpikir bahwa bahasa Inggris itu penting untuk mereka ke depannya terlebih mereka punya cita-cita ingin masuk ke perguruan tinggi apalagi sekarang udah jamannya eee , apa jamannya, Era yang udah maju jadi Terkadang mereka itu main game terus ngobrol sama orang-orang luar nah dari situ mereka ada ketertarikan belajar

Researcher

Main gamenya itu berarti pas waktu mereka libur dari pondok gitu ya Pak?.

Teacher 2

Iya

Researcher

Yuk, pertanyaan kedua, Pak.

2. Apakah Anda pernah merasakan jenuh dalam mengajar bahasa Inggris kalau iya mengapa?

Teacher 2

Untuk merasa jenuh sudah pasti ya karena ndak setiap hari kita, kadang ada lah kayak saat-saat kita lagi kurang mood terus jenuh itu ada. Nah biasanya kalau saya merasa jenuh waktu mengajar itu saya menyiasatinya dengan ummm, Kayak RPP gitu. Guru kan harus punya RPP. Terkadang saya tidak pakai RPP. Kalau saya menyesuaikan situasinya. Tapi kalau saya lagi jenuh, dan saya tidak ada ide untuk mengatur kelas itu berjalan, disitulah saya menggunakan RPP untuk menyiasatinya agar Kegiatan belajar mengajar tetap berjalan sampai selesai. Nah, pas waktu anda mood-nya lagi baik dan punya ide-ide yang seperti apa yang biasanya sampean gunakan. Terkadang saya membuat seperti umm kayak fun learning, pembelajaran yang menyenangkan, lalu saya memasukkan materi yang terjadwal waktu itu. Terkadang kayak contoh materi describing. Jika saya mengajarkannya hanya melalui lisan, terkesan seperti ceramah. Jadi saya membuatnya menjadi kayak sebuah game gitu. Lalu disitu saya bagi per kelompok. Nah disitu nanti mereka bisa berkompetisi.

Researcher

3. Pertanyaan ketiga, apakah Anda pernah mengalami momen saat murid-murid Anda bosan belajar bahasa Inggris?

Teacher 2

Pernah, momen itu terjadi di jam-jam akhir. Kebetulan saya mengajar, saya ada jam di salah satu kelas dan itu saya ditempatkan di jam terakhir. Biasanya di momen itu saya buat kayak apa ya, lebih humoris gitu dengan anak-anak. Biar apa, biar mereka kayak memancing semangat mereka gitu loh. Biar gak terlihat kayak suntuk atau gimana gitu. Nah, kira-kira mengapa mereka bisa bosan? Karena itu tergantung mood sih. Soalnya terkadang satu kelas itu ada yang masih semangat. Tapi kalau di jam-jam akhir itu kebanyakan banyak yang

bosan. Karena ya udah itulah capek istilahnya. Jadi disitu saya biasanya kadang pakai game, Kadang pakek humor, Kadang saya bercerita dulu untuk menarik mereka, perhatian mereka. Terus baru saya masukkan materi. Ya walaupun materinya enggak full sih. Tapi yang jelas target saya materi tetap tersampaikan ke mereka.

Researcher

3.1 Untuk yang humornya, intinya kan humor menghibur dikala murid bosan ya Pak ya? humor yang sampean gunakan waktu itu, itu humor yang seperti apa?

Teacher 2

Biasanya saya bercanda dengan anak-anak itu kayak apa ya, kayak terkadang saya menggunakan diri saya sendiri untuk bahan lelucon mereka. Terkadang saya menggunakan kayak istilah-istilah singkatan dalam bahasa Inggris gitu. Itu untuk bahan sebagai humor yang bisa saya gunakan untuk menarik perhatian mereka.

Researcher

Mungkin bisa di-spill untuk istilah singkatannya itu.

Teacher 2

Kayak istilah apa itu, yang sering itu "kepo" gitu, anak-anak gak tahu kalau itu bahasa Inggris. (extract 6, verbal humor)

Researcher

Oke, mungkin nanti soal singkatan bisa dijelaskan di pertanyaan nanti yang membahas soal humor yang lebih spesifik.

4. Pertanyaan keempat, apakah Anda sering atau suka mengajak murid-murid Anda bercanda demi menghilangkan rasa jenuh dan rasa bosan?

Teacher 2

Nah, kalau untuk bercanda dengan anak-anak, untuk memecahkan situasi, kalau lagi hening atau suntuk, pasti itu. Ya, itu tadi, terkadang saya menggunakan pengalaman pribadi saya yang terkesan konyol dan humoris, itu sebagai bahan. Kayak beberapa hari yang lalu, saya ketemu bule di pantai. Nah, kebetulan waktu itu si bule bingung di situ. Terus saya dimintain tolong buat jadi penerjemahnya di situ. Nah, ternyata si bule lupa. Ngembalikan gelasnyanya. Gelas kopi punya si penjual tadi. Akhirnya saya yang ditabrak sama si penjual tadi dimarahin. Saya nggak terima dimarahin. Akhirnya saya datengin si bule, saya marahin ganti si bule itu. Sekali-sekali orang Indonesia memarahin si bule.

Researcher

5. Pertanyaan nomor lima, apakah Anda merasa mudah mendekati atau mengejak interaksi murid Anda dengan humor atau candaan?

Teacher 2

Kalau melakukan pendekatan melalui humoris, itu jelas ya saya gunakan untuk mendekati murid saya. **Tapi selain itu saya harus friendly. Menurut saya humoris akan masuk kalau kita friendly.**

Researcher

Nah pas waktu penyampaianya di MTS Al-Azhar sendiri, apakah jenengan termasuk kesulitan atau termasuk mudah menyampaikan humor ke mereka?

Teacher 2

Kalau sejauh ini untungya mudah, gak sulit Mungkin karena muridnya juga senang guyon gitu. Nah, mungkin muridnya juga karena senang guyon dan saya memposisikan nggak terlalu jauh lah jaraknya dengan mereka.

Researcher

Secara apa dulu nih? secara umur gitu?.

Teacher 2

Ya, secara umum gitu. Jadi ya wes, guyon lah istilahnya sama anak-anak.

6. Pertanyaan ke enam, apakah Anda pernah mengalami momen yang menyenangkan saat kegiatan belajar mengajar bahasa Inggris di MTS?

Teacher 2

Nah untuk momen yang menyenangkan pasti ada lah ya beberapa kali. Ya contohnya kayak waktu saya mengasih pelajaran prosedur teks **Nah disitu tuh ada momen saya merasa senang waktu melihat mereka punya ide-ide yang unik Berarti dari situ saya berpikir oh mereka bisa bereksplorasi Dan saya tidak membatasi mereka untuk bereksplorasi**

Researcher

7. Pertanyaan nomor tujuh, apakah Anda pernah merencanakan sebuah guyonan atau cerita lucu yang di kemudian hari akan Anda sampaikan saat mengajar bahasa Inggris?

Teacher 2

Kalau merencanakan belum pernah ya, tapi kalau mempersiapkan sudah pasti. Ya itu tadi saya menggunakan pengalaman pribadi saya yang terkesan konyol untuk nanti saya gunakan ketika kelas lagi suntuk, hening dan lagi tidak kondusif. Itu sebenarnya sudah ada, jadi saya dari situ sudah terpikir untuk merencanakan.

Researcher

Ya, meng-follow up yang jawaban Jenengan tadi soal pengalaman pribadi.

8. Untuk pertanyaan nomor delapan, apakah Anda pernah menjadikan Anda sendiri atau cerita yang pernah Anda alami sebagai bahan goyongan saat kegiatan belajar-belajar berlangsung?

Teacher 2

Ya, saya pasti menggunakan itu. Sedikit banyak saya pasti menggunakan itu. Tujuannya ya ketika kelas lagi gak kondusif, ketika kelas lagi suntuk, saya pasti menggunakan itu untuk bercerita gitu. Memancing perhatian mereka.

Researcher

Bisa beri tolong dispil apa saja pengalaman yang biasanya Anda ceritakan ke mereka. Dan cara mungkin penyampaian Anda juga waktu itu seperti apa. Bahasa Jawa ga papa

Teacher 2

Penyampaian cerita saya ke mereka itu kadang pakai bahasa Indonesia, kadang pakai bahasa Jawa. Soalnya mereka masih kelas dasar ya, kalau pakai full English mungkin agak kesusahan lah dari mereka. Jadi cerita gak tersampaikan. Jadi ya kayak pengalaman-pengalaman pribadi saya yang terkesan konyol itu saya ceritakan melalui tadi bahasa Indonesia dan bahasa Jawa. **Ya kayak contoh cerita waktu saya dulu masih belajar seperti mereka terus dihukum dan diketawain. (extract 3.4.self-disparaging humor) Terus cerita saya ketemu bule terus bulenya saya marahin terus dilihatin orang satu pantai. Mereka juga waktu setelah mendengar itu ketawa juga. Iya ketawa, Itu waktu saya marahin bule. Waktu itu orang-orang di sebelah saya itu pada tanya. Tanya kenapa saya ngomong apa tadi ke mereka kok nadanya gitu. Pas saya jelasin kalau saya sedang marahin mereka, mereka ketawa. Soalnya mereka jarang lihat orang Indonesia marahin orang bule. Mungkin saya satu-satunya ya. (extract 3. 4. self-disparaging humor)**

9. Researcher

Cukup berani juga hahaha. Yuk lanjut untuk pertanyaan nomor sembilan. Apakah Anda juga berhati-hati dalam memilih kata atau ungkapan yang pas dan pantas untuk siswa-siswi Anda saat menyiapkan cerita lucu tersebut?

Teacher 2

Kalau untuk menyiapkan kata-kata yang pas dan pantas itu sudah jelas ya. Soalnya tempat saya mengajar itu di pondok gitu. Soalnya saya berpikir terkadang mereka kalau balik ke pondok itu apa yang mereka dapat di

sekolah itu diceritakan. Diceritakan ulang. Kalau saya ngasih kata-kata yang kurang pas takutnya nanti gak bagus juga gitu. Saya melihat tempatnya dulu. Kalau seperti di pondok, kalau seperti ngajar di pondok sudah jelas saya cari kata yang pas gitu.

Researcher
Tapi kira-kira pernah gak sampean keceplosan gitu?

Teacher 2
Kalau soal keceplosan, itu pernah sekali. Waktu itu saya bilang kata kocak gitu. Ya itu sebenarnya tergantung orangnya sih, pantas apa enggak. Tapi menurut saya kurang pas saja gitu.

Researcher
Atau mungkin kata-kata yang, kata-kata jorok, kata-kata mengumpat gitu, mungkin keceplosan gitu, belum pernah?

Teacher 2
Pernah sekali, saya keceplosan waktu itu, saya lagi tanya ke salah satu siswa saya itu ada anak yang rame di gedung sebelah itu. **Di situ saya keceplosan kata nunjuk mereka dan keceplosan kata dungu gitu. Itu menurut saya ya lumayan kasar sih itu.**

Researcher
Tapi respon murid jenengan gimana?

Teacher 2
Malah ketawa mereka. Cuma ya kurang pantas juga. Ada yang gak ketawa gitu. Ada yang bilang, Mister kok jahat gitu.

Researcher
Meskipun dengan bilang dongo itu serius ya.

Teacher 2
Iya

Researcher

10. Pertanyaan ke sepuluh, apakah Anda pernah menjelaskan materi atau memberi contoh yang berkaitan dengan pembelajaran bahasa Inggris dengan humor atau lawakan?

Teacher 2
Pernah, waktu itu saya mengajar itu, offering offering, asking and...Ya, asking and offering. Itu saya ngajarnya lewat gambar, terus disitu saya kasih kayak orang-orangan gitu, saya kasih humor gitu disitu.

Researcher
Humornya seperti apa kira-kira kalau boleh tahu, Pak?

Teacher 2
Saya bilang, ini ada gambar orang di atas gedung, minta tolong, kelihatan kesusahan. Kira-kira apa yang akan kamu bilang? Kamu bakal menawari mereka tangga? Atau kamu malah nyuruh mereka langsung loncat? Daripada mati terbakar, lebih baik mati jatuh gitu disuruh buat menjawab memilih dua pilihan(extract 3. 3 related humor)

Researcher
Dimana dua pilihan itu agak rumit juga

Teacher 2
Iya agak rumit. Sama-sama mati endingnya soalnya hahaha

Researcher

11. Apakah Anda pernah menggunakan meme atau gambar lucu dari internet saat memberi contoh suatu materi pada murid Anda?

Teacher 2

Kalau untuk itu belum pernah ya saya, terlebih di pondok juga masih terbatas lah fasilitasnya. Jadi saya belum pernah menggunakan kayak meme-meme gitu. Mungkin next bisa saya coba.

Researcher

12. Apakah Anda juga pernah menggunakan video lucu untuk strategi pembelajaran Anda?

Teacher 2

Belum pernah juga karena keterbatasan fasilitas.

Researcher

13. Apakah pernah ada salah satu atau beberapa murid yang merasa tersinggung mendengar guyonan Anda saat kegiatan belajar mengajar berlangsung?

Teacher 2

Kalau untuk itu Saya belum bisa memastikan. Tapi dari apa yang saya lihat, mungkin ada yang sedikit tersinggung itu. Waktu itu Saya ngajar terus sambil melakukan kayak apa ya istilah Jawa istilah Jawanya ini kayak moyoki gitu. Nah, itu ada salah satu siswa saya yang habis ditolak itu hahaha. Saya pakai bahan guyonan. Dari raut wajahnya mungkin agak kesinggung, tapi ya mungkin ditutup-tutupin lah. Soalnya ya diketawain satu kelas

Researcher

Malu juga kan pak hahaha

Teacher 2

Iya malu juga mungkin, Saya suruh, saya bilang kamu itulo cario tutorial membungkus sesuatu yang bagus agar tidak ditolak cewek, gitu hahaha.

Researcher

14. Yuk, pertanyaan nomor 14, apakah Anda pernah melakukan suatu hal konyol demi menarik perhatian dan membuat murid-murid Anda tertawa?

Teacher 2

Ya itu pernah waktu saya mau buat game describing. Saya mencontohkan untuk memberi clue. Itu bisa mengelalui kata atau bisa mengelalui gestur juqa. Waktu itu saya mencontohkan menirukan gestur monyet hhehehe. Kata anak-anak saya benar-benar menjiwai. Jadi monyet (extract 4.2 physical humor)

Researcher

Hahaa, apakah ada lagi mungkin?

Teacher 2

Kalau selain itu belum ya soalnya belum terpikirkan untuk membuat hal-hal semacam itu. Ya waktu itu mungkin katakanlah bisa spontan aja ya. Kebetulan waktu itu saya pakai contoh yang didescribe itu animal. Saya ambil monyet

Researcher

15. Pertanyaan nomor 15, apakah Anda pernah merasa kalau Anda lebih menjadi diri Anda sendiri saat Anda bercanda dan mengajar menggunakan humor pada waktu KBM berlangsung?

Teacher 2

Ya saya menjadi diri saya sendiri, benar-benar menjadi diri saya sendiri, karena ya itulah saya.

Researcher

16. Pertanyaan nomor 16, apakah Anda pernah memainkan atau membuat sebuah lelucon dari kosa kata bahasa Inggris dengan tujuan untuk mengajar atau menyampaikan materi di kelas Anda?

Teacher 2

Ummm, Itu Pernah. Sekali. Waktu itu saya ngajar kata kerja soal materi verb. Nah berhubung yang saya ajar kelas laki-laki kan di pondok kan dipisah. Perempuan sendiri laki-laki sendiri Itu saya bisa pakai lelucon itu. Ya kayak yang nyrimpet-nyrimpet gitu lah. Kadang saya pancing dengan kata kerja yang agak berbau 18 plus akhirnya mereka antusias gitu. contohnya, kira-kira contohnya kira-kira kayak pekerjaan gitu ya kan pekerja gitu pekerjaan kan job ya. bekerja work terus saya bilang kalau "pekerja tangan?" mereka langsung menebak-nebak. "pekerja tangan, loh mister kok..." pekerja tangan, iya tangan itu apa ? hand, kalau pekerjaan itu apa work apa job gitu, terus mereka ambil job. Akhirnya jadinya lucu ketawa semua itu jadi hand job. (extract 5. 1 verbal humor)

Researcher : Mereka sudah paham berarti pak ya?

Teacher 2

Sudah paham ternyata. Ya, itu saya tujuannya ngasih tahu kalau job sama work itu agak ada bedanya. Kalau yang dimaksud job itu pekerjaannya, kalau work itu mereka melakukan aktivitas bekerja gitu. Soalnya waktu itu ada yang tanya kalau job itu apa gitu. Saya plesetkan ke situ Ternyata banyak dari pancingan handjob tadi Langsung ada yang bilang kalau blowjob itu apa terus kalau footjob itu apa?. Banyak waduh

Researcher

Itu di MTS itu Pak ?

Teacher 2

Iya Di MTS. Anak cowok-cowoknya itu antusias kalau dikasih pancingan gitu itu.

Researcher

17. Untuk nomor 17, apakah Anda pernah membuat lawakan meski tidak ada hubungannya dengan materi saat KBM berlangsung?

Teacher 2

kalau itu belum pernah mungkin bisa saya coba

Researcher

Ya mungkin untuk sekedar apa ya Pak? Seperti di pertanyaan nomor satu tadi Kan Atau nomor berapa tadi ya. Yang pengalaman pribadi tadi yang waktu anak-anak merasa bosan. Kan ada icebreaking, mungkin icebreaking kan juga bisa digunakan. Humor juga bisa digunakan Untuk icebreaking. Apakah Anda pernah menggunakan humor untuk icebreaking itu sendiri

Teacher 2

Oh iya ya, pernah waktu itu saya pakai buat game itu, kalau icebreaking saya pernah pakai buat game gitu. Itu mereka, saya kasih game yang menggunakan instruksi lah, itu instruksinya ujung-ujungnya membuat mereka bertingkah seperti monyet.

Researcher

oh iya untuk soal game sendiri waktu saya mewawancarai murid jenengan itu mereka sebagian, ya ada beberapa sih. Sebagian besar juga lah itu mereka bilang, lawakan Mr.*** yang saya ingat adalah saat beliau mengajar dengan game dan teman-teman diberi hukuman. itu dikasih bedak.

Teacher 2

Ya itu tadi saya menggunakan fun learning terkadang gitu Yang kalah saya kasih hukuman bedak Nah yang kena bedak itu terkadang satu muka full Jadi kak tuyul gitu apalagi yang habis dipetal gitu Kan ada petalan itu dibotakin kepala udah kepalanya botak mukanya penuh bedak jadi persis tuyul itu. Itu gak hanya situ. Gak hanya dibedakin aja. Ada yang pernah kena hukuman udah kena bedak. Terus saya suruh minta tanda tangan pakai bahasa Inggris ke guru-guru yang ajar di kelas sebelah itu. Terus waaah hahahaha.

Researcher

18. Pertanyaan nomor 18, apakah Anda pernah mengalami momen saat Anda menjelaskan sebuah materi secara serius, namun salah satu atau beberapa murid Anda tertawa atas apa yang Anda jelaskan waktu itu?

Teacher 2

Pernah, tapi mereka tertawanya bukan karena...Sebenarnya ada sih yang tertawa karena penjelasan saya dan ada yang bukan karena penjelasan saya. Itu yang bukan karena penjelasan saya itu waktu itu saya salah pakai peci kebalik. Terus diingetin akhirnya pas selesai saya menjelaskan itu waktu saya tanyain kenapa kalian tertawa gitu. Terus yang ketawa itu waktu saya menjelaskan materi conditional sentence waktu itu. Kan berandai-andai.

Researcher

Ini di kelas MTS apa yang di MA-nya?

Teacher 2

Di MA-nya, kebetulan waktu itu saya sedang ngajar MA. Mereka ketawa waktu saya jelaskan soal hal-hal yang berbau berayal-ayal gitu di conditional sentence. Soalnya ya tau lah anak SMA itu pasti kayak suka hal-hal yang berbau cinta-cintaan gitu lah.

Researcher

Nah itu kira-kira seperti apa?

Teacher 2

Saya kasih contoh ke mereka itu. Saya nunjuk salah satu anak cewek. Kayak dia "Kalau kamu ingin berandai-andai dalam bahasa Inggris ya ini aturannya. Kamu berandai-andai kamu ingin menikah dan punya anak 20 gitu sama si laki-laki itu". Terus yang lain pada ketawa itu. Disorakin itu. Itu, waktu itu saya ngajarin kondisional yang tipe pertama kan, mungkin juga bisa terjadi punya anak 20.

Researcher

termasuk ganas juga hahaha. Atau sebaliknya, pertanyaan nomor 19.

19. Atau sebaliknya, pernahkah Anda menangkap suatu hal yang lucu dari murid-murid Anda saat mereka belajar bahasa Inggris?

Teacher 2

Saya pernah mengajarkan prosedur teks di MTS Kelas 7. Saya meminta kelompok yang terdiri dari 4-5 anak. Setelah mereka membuat produknya masing-masing, saya meminta mereka maju untuk mempresentasikan dan meminta lembar kerjanya dikumpulkan. Saat saya cek, ternyata yang membuat saya ketawa adalah mereka menulis "Slim" menjadi "Slime", itulah yang membuat pikiran saya travelling. yang kedua. Kelompok satu menyebut kelompok mereka "7 Lonte". Sebenarnya, kelompok mereka memiliki 7 anak lebih dari waktu itu, karena beberapa dari mereka tidak mau bergabung dengan kelompok lain. Mungkin sesirkel. Dinamain Seven Lonte membuat saya tertawa segera.(Extract 5. 6 unplanned humor)

Researcher

yang slime Berarti untuk yang slime itu Menjurus ke?

Teacher 2

Nah saya mikirnya gitu. Ternyata yang mereka maksud sebenarnya itu langsing. Kata langsing dalam bahasa Inggris. Cuma mereka kelebihan kata E Jadi ya langsung saya ketawa itu pas saya jelasin satu kelas ketawain itu yang kelompok tadi

Researcher

Nah ngejelasinnya gimana pak?

Teacher 2

Saya bilang ini artinya apa? Terus mereka bilang "Ya itu mister, artinya langsing langsing kan cantik gitu". Ini kamu kelebihan, kelebihan huruf. Kalau huruf 'E' ini kamu hapus ya seperti yang kamu maksud. Berhubung kamu tambahkan 'E' Kamu tau gak artinya apa? Saya tulis di papan, LENDIR,,,Ayo apa ini yang dimaksud ini? hehehe

Researcher

20. Dan untuk nomor 20, Pernahkah Anda membuat humor atau candaan dengan cara memberi murid-murid Anda teka-teki mengenai bahasa Inggris atau dalam bahasa Inggris.

Teacher 2

Belum pernah untuk itu. Mungkin itu juga bisa saya coba next. Bisa saya jadikan PR buat saya.

Researcher

Nah, untuk kan tadi jenengan bilang apa, waktu mengkondisikan mood anak-anak, jenengan bilang kan ada singkatan untuk menjelaskan akronim gitu. Itu bisa tolong jelaskan bagaimana.

Teacher 2

Biasanya saya kasih, saya tanyain mereka saya tulis di papan. Kayak kata, apa itu, kata YOLO gitu. Kalian pernah gak, Rek, tahu kata ini? Asing gak? Beberapa dari mereka ada yang gak asing Soalnya Di game-game itu ada Terus tak tanyain apa ini artinya mereka gak tau. Terus saya kasih tau Itu artinya You only live once Urip mek sepisan Jadi ojo dipelosoro. (Extract 6. verbal humor)

Researcher

21. Yuk, pertanyaan selanjutnya tentang humor spontan. Tapi untuk pertanyaan pembukanya, apakah Anda juga suka melihat ludruk?

Teacher 2

Waktu saya kecil ya saya suka

Researcher

Ludruk. Ludruk apa biasanya?

Teacher 2

Karya budaya Supali, Trubus.

Researcher

22. Nah, pas waktu observasi kan saya lihat jenengan memberi komen, memberi komen murid-murid Anda, itu saya tangkap sebagai suatu hal yang lucu dan humor spontan sebenarnya. Apakah waktu itu langsung terpikirkan begitu saja?

Teacher 2

Ya, kebanyakan humor saya spontan semua, karena seperti yang saya bilang tadi, saya tidak pernah merencanakan. Mempersiapkan iya, tapi terkadang ya banyak yang spontan. Ya mengalir begitu saja, karena saya juga menurut orang-orang saya ini guyonan, jadi ya nggak pernah ada kayak perencanaan gitu spontan semua.

Researcher

23. Dan pas waktu observasi itu kan ada, waktu jeningan menjelaskan itu, ada papan mau ambruk. Waktu-waktu menjelaskan prosedur teks ya Pak ya?

Teacher 2

Iya, waktu itu. Yang papan mau ambruk itu. Terus ditahanin sama menurut saya pakai pahanya itu Itu saya ngakak itu kok bisa itu, saya ngakak papan goyang itu terus saya bilang "muring-muring rek papane" (extract 3. 8. spontaneous humor)

Researcher

Dan waktu itu pas saya lihat videonya, jeningan bilang, papane muring-muring rek . Itu kenapa kok Jenengan bilang papannya kok muring-muring?

Teacher 2

Ya spontan aja. Soalnya papannya kayak seolah-olah gak mau dipake gitu sama mereka (extract 3. 8. spontaneous humor)

Researcher

24. Oiya Ada juga waktu itu ada anak kelas lain, yang masuk ke dalam kelas untuk minta minyak kayu putih?

Teacher 2

Oh iya itu saya ingat itu. Itu saya bilang, "Buat apa? Buat orang kesurupan?" Kalau ,Kalau misal mereka jawab iya yang kesurupan tak suruh bawa ke atas dan mau saya ruqyah , nah Itu di situ saya ruqyah pakai bahasa Inggris tapi. (extract 2. 8. spontaneous humor)

Researcher

Sangar juga hahaha

Teacher 2

Soalnya waktu itu murid-murid saya pakai ide yang nyeleneh-nyeleneh Jadi saya gak mau kalah sama mereka makanya saya pakai itu tadi sekalian saya mau kasih contoh "Tutorial Ruqyah pakai bahasa Inggris" banyak sekali yang apa membuat jangan lateng, terus just kecubung lah, emang mereka mau mabuk?. Ada yang tutorial bakar pondok lah. Bakso daging manusia lah. (extract 4. 3.related humor)

Researcher

Punya masalah mungkin mereka sama pondoknya pak?hahhaa

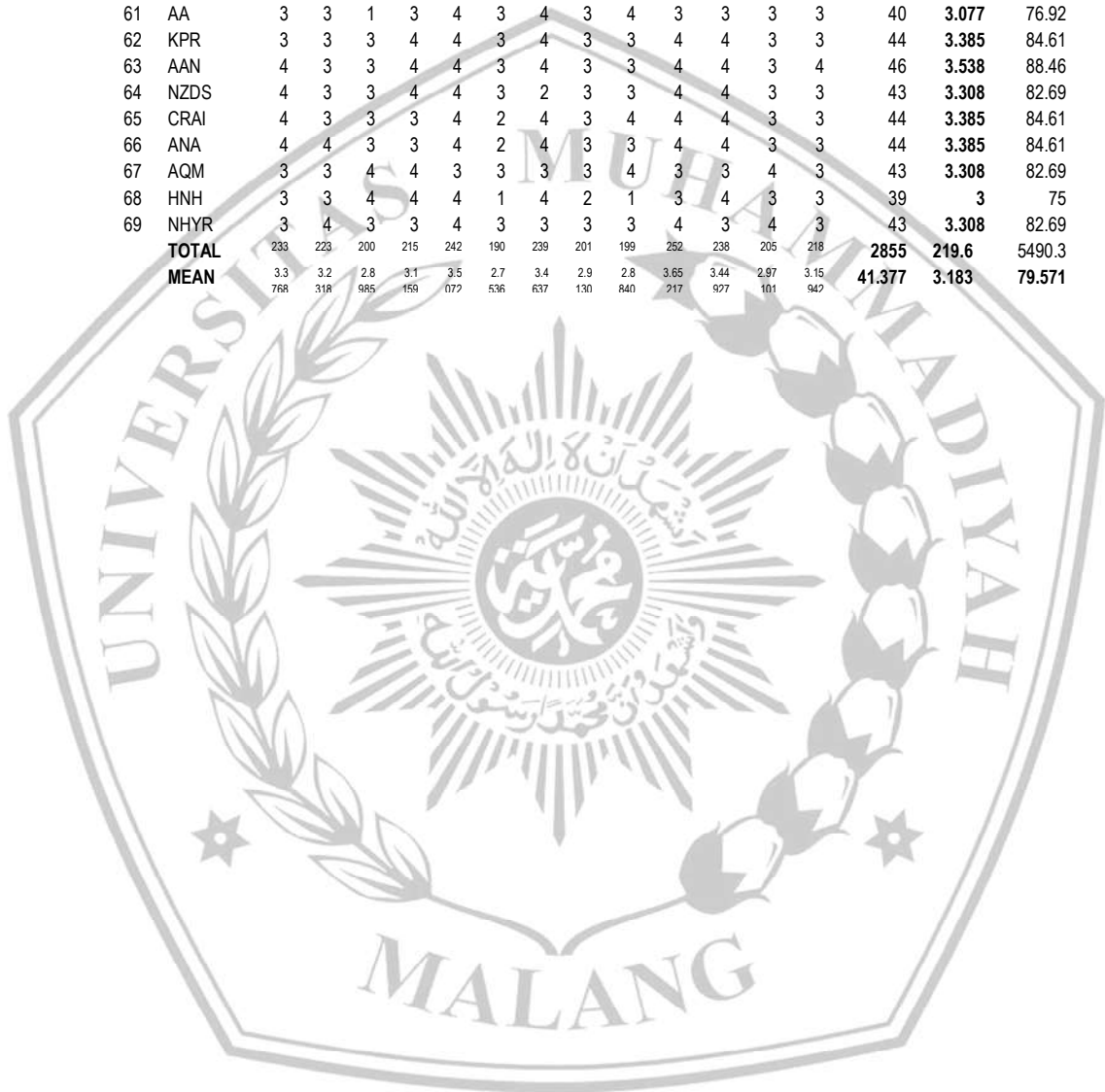
Teacher 2

Mungkin hahahaha

Appendix 6. Table 4.1. The students' perceptions toward humor in EFL classes




NO	NAME	Number of Questionnaire Items													TOTAL	MEAN	%
		1	2	3	4	5	6	7	8	9	10	11	12	13			
1	MGNA	3	4	4	3	4	3	4	2	3	3	4	3	4	44	3.385	84.61
2	MG	3	4	3	2	2	3	4	3	3	4	2	4	3	40	3.077	76.92
3	DB	3	4	2	4	3	3	4	3	3	4	4	3	4	44	3.385	84.61
4	MAR	3	3	2	4	3	2	3	3	3	4	4	3	3	40	3.077	76.92
5	JD	3	3	1	3	3	2	3	3	3	4	3	3	3	37	2.846	71.15
6	MF	3	4	3	3	3	3	4	2	3	4	3	3	4	42	3.231	80.77
7	AZL	3	2	2	2	3	1	2	2	2	3	2	3	2	29	2.231	55.77
8	AKH	3	2	3	3	3	3	3	3	3	3	3	3	3	38	2.923	73.08
9	AA	3	3	3	3	3	3	3	3	3	3	3	3	3	39	3	75
10	MNS	3	2	3	1	2	3	4	3	2	4	2	4	1	34	2.615	65.38
11	MBZH	4	2	3	4	3	2	4	2	3	4	4	3	4	42	3.231	80.77
12	AGP	4	3	2	3	3	2	4	4	3	3	3	2	4	40	3.077	76.92
13	IM	3	4	3	3	2	4	4	2	2	4	3	2	3	39	3	75
14	LA	3	2	3	2	3	2	3	1	3	4	3	3	3	35	2.692	67.31
15	FDNR	3	3	4	3	3	3	3	3	3	4	3	3	4	42	3.231	80.77
16	AKG	4	3	3	3	4	3	4	2	3	4	3	3	3	42	3.231	80.77
17	AD	3	4	3	1	4	2	1	4	3	3	3	3	3	37	2.846	71.15
18	AFZP	3	3	3	3	4	3	3	3	4	3	3	3	4	42	3.231	80.77
19	APAK	4	3	3	3	4	2	3	4	3	3	4	4	3	43	3.301	82.69
20	MDTR	3	3	3	1	3	3	4	4	3	3	3	3	4	40	3.077	76.92
21	AMKR	4	4	4	2	3	2	4	2	3	4	4	4	4	44	3.385	84.61
22	AKA	4	4	3	4	4	3	3	3	2	4	4	3	3	44	3.385	84.61
23	ARAR	4	4	3	3	4	3	4	3	3	4	4	3	4	46	3.538	88.46
24	MDF	3	4	3	4	3	3	4	3	4	4	4	3	3	45	3.461	86.54
25	MAAA	3	3	4	3	4	3	3	4	3	4	4	3	4	45	3.461	86.54
26	LH	3	4	4	4	1	4	3	4	2	4	2	3	3	41	3.154	78.85
27	MFH	4	4	4	3	4	3	4	3	3	4	3	3	4	46	3.538	88.46
28	ANA	4	4	2	4	4	4	4	4	4	4	4	4	4	50	3.846	96.15
29	RAF	4	3	3	3	4	3	3	4	3	4	4	3	3	44	3.385	84.61
30	MAI	3	3	2	3	3	2	3	3	3	4	3	2	2	36	2.769	69.23
31	AH	4	3	4	3	4	3	3	3	2	3	3	3	3	41	3.154	78.85
32	WIH	4	3	2	1	4	2	4	3	3	4	4	3	3	40	3.077	76.92
33	SBA	3	4	3	4	4	2	3	2	4	4	3	3	3	42	3.231	80.77
34	R	3	4	2	3	3	4	4	4	3	4	4	4	4	46	3.538	88.46
35	MLH	4	4	3	3	3	3	4	3	3	4	3	3	3	43	3.308	82.69
36	I	3	4	3	3	3	3	4	2	3	4	4	3	4	43	3.308	82.69
37	MAPA	4	3	4	3	4	3	3	3	3	3	4	3	3	43	3.308	82.69
38	MSA	4	4	2	4	3	3	4	3	2	4	4	4	3	44	3.385	84.61
39	MIA	3	2	2	4	4	2	4	2	3	4	4	2	3	39	3	75
40	MAKA	3	4	2	3	4	3	3	2	3	4	3	3	3	40	3.077	76.92
41	RDS	4	2	2	4	4	4	4	4	2	4	4	2	2	42	3.231	80.77
42	B	3	2	3	3	3	3	3	3	2	3	4	3	4	39	3	75
43	MKU	3	4	2	1	4	2	3	2	2	4	3	2	2	34	2.615	65.38
44	MWSR	4	4	4	4	4	3	4	4	4	4	4	3	4	50	3.846	96.15
45	ASF	4	3	4	4	4	3	4	3	3	4	4	4	4	48	3.692	92.31
46	LZT	4	4	3	4	3	3	2	2	3	3	2	2	3	38	2.923	73.08
47	NEFI	4	3	3	3	4	2	3	3	2	4	4	3	2	40	3.077	76.92
48	SAK	3	3	4	3	3	3	4	4	2	3	4	2	3	41	3.154	78.85
49	FSQI	3	3	4	3	3	3	4	3	3	3	4	3	3	42	3.231	80.77
50	FNZ	3	3	2	3	3	3	3	3	4	3	4	2	3	39	3	75
51	VEP	3	2	3	4	4	3	4	3	3	4	4	3	3	43	3.308	82.69

52	DCAK	3	3	4	3	4	4	3	3	3	3	4	2	2	41	3.154	78.85
53	GTM	3	2	2	4	4	3	4	3	2	3	4	3	3	40	3.077	76.92
54	SAA	3	3	2	3	4	2	4	2	2	4	3	2	2	36	2.769	69.23
55	FLV	3	4	2	4	4	2	3	3	3	3	3	3	4	41	3.154	78.85
56	SN	4	3	3	3	4	3	4	3	2	3	3	3	3	41	3.154	78.85
57	NPA	3	3	2	4	4	1	4	1	3	4	4	2	1	36	2.769	69.23
58	AZA	3	3	4	3	4	3	4	4	3	4	4	3	4	46	3.538	88.46
59	HFA	4	3	3	1	4	3	1	3	3	3	1	3	3	35	2.692	67.31
60	PA	3	4	2	4	4	4	4	3	3	4	4	3	4	46	3.538	88.46
61	AA	3	3	1	3	4	3	4	3	4	3	3	3	3	40	3.077	76.92
62	KPR	3	3	3	4	4	3	4	3	3	4	4	3	3	44	3.385	84.61
63	AAN	4	3	3	4	4	3	4	3	3	4	4	3	4	46	3.538	88.46
64	NZDS	4	3	3	4	4	3	2	3	3	4	4	3	3	43	3.308	82.69
65	CRAI	4	3	3	3	4	2	4	3	4	4	4	3	3	44	3.385	84.61
66	ANA	4	4	3	3	4	2	4	3	3	4	4	3	3	44	3.385	84.61
67	AQM	3	3	4	4	3	3	3	3	4	3	3	4	3	43	3.308	82.69
68	HNH	3	3	4	4	4	1	4	2	1	3	4	3	3	39	3	75
69	NHYR	3	4	3	3	4	3	3	3	3	4	3	4	3	43	3.308	82.69
	TOTAL	233	223	200	215	242	190	239	201	199	252	238	205	218	2855	219.6	5490.3
	MEAN	3.3	3.2	2.8	3.1	3.5	2.7	3.4	2.9	2.8	3.65	3.44	2.97	3.15	41.377	3.183	79.571
		768	318	985	159	072	536	637	130	840	217	927	101	942			



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